# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
# SCIENCE MEDIUM TERM PLAN TERM 4 2023 - 2024

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| **Hedgehog (Y1)** | **Animal groups**<br>To identify and group animals. | **Describing animals**<br>To describe a variety of animals. | **Comparing animals**<br>To compare the features of animals. | **Carnivore, herbivore or omnivore?**<br>To identify animals that are carnivores, herbivores and omnivores.<br><br>Working scientifically<br>To research using non-fiction texts. | **Pets**<br>To recognise animals that make suitable pets.<br><br>Working scientifically<br>To gather and record data to help in answering questions. | **Jane Goodall**<br>To describe and compare the structure of animals.<br><br>Science in action<br>To know about famous scientists throughout history. |
| **Fox (Y2)** | **The human life cycle**<br>To identify different stages of the human life cycle. | **Life cycles**<br>To know which offspring come from which parent animal. | **Growth**<br>To observe and measure growth in humans.<br><br>Working scientifically<br>To use simple measuring equipment. | **Survival**<br>To identify and list the basic needs for survival for humans and animals.<br><br>Working scientifically<br>To use secondary sources to research. | **Exercise and hygiene**<br>To recognise the importance of exercise and personal hygiene.<br><br>Working scientifically<br>To make observations over time. | **Balanced diet**<br>To identify how to have a balanced diet.<br><br>Working scientifically<br>To interpret collected results. |

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| **Badger (Y3)** | **Sources of Light**<br>Knowledge To explain the role of light sources.<br><br>Working scientifically<br>To plan and draw a results table. | **What is Reflection?**<br>To compare light reflecting on different surfaces | **Where Do Shadows Come From?**<br>Knowledge To recognise which materials cast a shadow.<br><br>Working scientifically<br>To ask testable questions and plan how to answer them. | **Shadows throughout the Day**<br>Knowledge To summarise how shadows change throughout the day.<br><br>Working scientifically<br>To evaluate a method. | **Investigating Shadows**<br>Knowledge To investigate how the distance of the light source affects the size of its shadow.<br><br>Working scientifically<br>To find patterns in data and form conclusions. | **Using Light and Shadows**<br>Knowledge To tell a story using shadow puppets.<br><br>Science in action<br>To recall how different people work with light and shadows. |
| **Otter (Y4)** | **Sources of Light**<br>Knowledge To explain the role of light sources.<br><br>Working scientifically<br>To plan and draw a results table. | **What is Reflection?**<br>To compare light reflecting on different surfaces | **Where Do Shadows Come From?**<br>Knowledge To recognise which materials cast a shadow.<br><br>Working scientifically<br>To ask testable questions and plan how to answer them. | **Shadows throughout the Day**<br>Knowledge To summarise how shadows change throughout the day.<br><br>Working scientifically<br>To evaluate a method. | **Investigating Shadows**<br>Knowledge To investigate how the distance of the light source affects the size of its shadow.<br><br>Working scientifically<br>To find patterns in data and form conclusions. | **Using Light and Shadows**<br>Knowledge To tell a story using shadow puppets.<br><br>Science in action<br>To recall how different people work with light and shadows. |

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| **Robin (Y5)** | **Life cycles and reproduction in plants**<br>To describe the life cycle of a plant, including the reproductive stage.<br><br>Working scientifically:<br>To observe and compare equivalent parts in different flowers. | **Life cycle of a mammal**<br>To describe the life cycle of a mammal.<br><br>Working scientifically:<br>To research the life cycles of different mammals. | **Life cycle of a bird**<br>To describe the life cycle of a bird and compare it with that of a mammal.<br><br>Working scientifically:<br>To pose questions to compare the life cycles of different birds. | **Life cycle of an amphibian**<br>To describe the life cycle of an amphibian.<br><br>Working scientifically:<br>To suggest how temperature may affect egg hatching. | **Life cycle of an insect**<br>To describe the life cycle of an insect and compare it with that of an amphibian.<br><br>Working scientifically:<br>To use data to describe a relationship and make predictions. | **Asexual reproduction in plants**<br>To describe asexual reproduction in plants.<br><br>Working scientifically:<br>To represent root growth over time on a line graph. |
| **Deer (Y6)** | **Components and circuits**<br>To use recognised symbols for electrical components. | **Circuit diagrams**<br>To predict and present results for electrical circuits.<br><br>Working scientifically<br>To use standardised symbols when drawing diagrams. | **Current and resistance**<br>To recognise a link between the number of components and resistance.<br><br>Working scientifically<br>To explain results using scientific knowledge. | **Batteries and voltage**<br>To identify ways to change voltage within an electrical circuit.<br><br>Working scientifically<br>To design a results table. | **Voltage and bulb brightness**<br>To investigate how voltage affects bulb brightness.<br><br>Working scientifically<br>To plan an enquiry. | **Practical circuits**<br>To apply knowledge of circuits and components to a practical solution.<br><br>Science in action<br>To recognise that scientific knowledge can solve a problem. |