

**HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**  
**SCIENCE MEDIUM TERM PLAN TERM 4**

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

<b>Badger (Y3)</b> <b>Energy</b> Light and shadows	<b>Sources of Light</b> Knowledge To explain the role of light sources.  Working scientifically To plan and draw a results table.	<b>What is Reflection?</b> To compare light reflecting on different surfaces	<b>Where Do Shadows Come From?</b> Knowledge To recognise which materials cast a shadow.  Working scientifically To ask testable questions and plan how to answer them.	<b>Shadows throughout the Day</b> Knowledge To summarise how shadows change throughout the day.  Working scientifically To evaluate a method.	<b>Investigating Shadows</b> Knowledge To investigate how the distance of the light source affects the size of its shadow.  Working scientifically To find patterns in data and form conclusions.	<b>Using Light and Shadows</b> Knowledge To tell a story using shadow puppets.  Science in action To recall how different people work with light and shadows.
<b>Otter (Y4)</b> <b>Energy</b> Sound and vibrations	<b>Vibrations</b> Knowledge: To describe how sounds are made. Working scientifically: To observe closely how different instruments create a sound	<b>Sound waves</b> Knowledge: To describe how sounds are heard through different mediums. Working scientifically: To research how whales and dolphins communicate underwater.	<b>Volume</b> Knowledge: To describe the relationship between vibration strength and volume. Working scientifically: To present results using a bar chart.	<b>Volume and distance</b> Knowledge: To describe the relationship between volume and distance. Working scientifically: To suggest which variables to measure and for how long.	<b>Pitch</b> Knowledge: To describe pitch and how to change it. Working scientifically: To design simple results tables.	<b>Sound insulation</b> Knowledge: To explain how insulating materials can be used to muffle sound. Working scientifically: To identify when results or observations do not match predictions
<b>Robin (Y5)</b> <b>Living things and their habitats</b> Life cycles and	<b>Life cycles and reproduction in plants</b> To describe the life cycle of a plant, including	<b>Life cycle of a mammal</b> To describe the life cycle of a mammal.	<b>Life cycle of a bird</b> To describe the life cycle of a bird and compare it with that of a mammal.	<b>Life cycle of an amphibian</b> To describe the life cycle of an amphibian.	<b>Life cycle of an insect</b> To describe the life cycle of an insect and compare it with	<b>Asexual reproduction in plants</b> To describe asexual reproduction in plants.

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