

Evercreech CofE Primary School

Science Medium-Term Plan – Autumn

NC objective: Pupils should be taught to: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Week	Learning Objectives	Resources
1	<ul style="list-style-type: none"> To recognise and name the parts of the body <p>Children to label their partner using simple labels – body, head, arm, elbow, hand, fingers, leg, knee, ankle, toes, foot Look at animal body parts, discuss similarities and differences.</p>	Body to label.
2	<ul style="list-style-type: none"> To identify the 5 senses we use to explore the world around us (touch, sight, hearing, taste, smell) <p>Children to visit each table to experience each of the 5 senses; touch – feely box, sight – coloured lenses, hearing – instruments, taste – fruit selection, smell – smelly pots.</p>	Selection of activities / boxes for the children to taste, hear, feel, see and smell.
3	<ul style="list-style-type: none"> To recognise changes that take place as animals get older. <p>Look at changes that happen to humans as they get older, sequence pictures in order. When humans reach adulthood, they stop growing, but their bodies start to change.</p>	Baby photos. Worksheet of baby, toddler, adult and elderly.
4	<ul style="list-style-type: none"> To identify the similarities and differences between humans and other animals. <p>In groups, children to look at a selection of animal pictures and decide on the differences between them and the animals. Make a whole class list (and decision tree).</p>	Pictures of a variety of animals and different humans.

<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p>	<ul style="list-style-type: none"> • To identify and name a variety of common animals including; fish, amphibians, reptiles, birds and mammals. <p>Children to identify the different animal groups and look at a selection of animals that fall into each of the animal groups.</p>	<p>Children to name the animal and sort a selection of animal pictures into the correct groups.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">6</p>	<ul style="list-style-type: none"> • To understand the terms herbivores, carnivores and omnivores. <p>Identify the differences between each of these animal groups and sort a selection of animals into their correct groups.</p>	<p>A selection of animal pictures to sort.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">7</p>	<ul style="list-style-type: none"> • To describe and compare the structure of a variety of common animals. <p>Children to look at the similarities and differences between; fish, amphibians, reptiles, birds and mammals. Look at pets.</p>	

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Science Medium-Term Plan – Spring 1

NC objective: Pupils should be taught to: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

Week	Learning Objectives	Resources
1	<ul style="list-style-type: none"> To know that plants have special parts and be able to name them e.g. root, stem, leaf, flower. <p>Children to cut out the different parts of a plant and join them together correctly. Children to label the parts of their plants. Discuss plants are living things.</p>	<p>Real plant to show parts. Sheet to label parts of a plant.</p> <p>Link to English: Jack and the Beanstalk.</p>
2	<ul style="list-style-type: none"> To be able to recognise different kinds of plants and to know the similarities/differences in them. <p>To find different parts of plants on an Identification Walk around the school grounds. To draw a picture of the plant (and name) they particularly liked and locate it on the map of the school grounds.</p>	<p>Link to outdoor learning: Walk around the school grounds to identify different plants.</p>
3	<ul style="list-style-type: none"> To understand the terms deciduous and evergreen <p>Children to look at a selection of trees and plants and using their descriptions, sort them into the 2 groups. Look at the relationship between plants and seasons.</p>	<p>A selection of plant and tree pictures.</p>
4	<ul style="list-style-type: none"> Gardening – link Outdoor Learning <p>Children to look at a range of garden plants and identify them. Children to choose a garden plant, describe why they like it, name it and plant it in the school garden. Discuss the differences between garden and wild plants.</p>	<p>Seeds.</p> <p>Link to RE: The Farmer and the Seeds.</p>

5	<ul style="list-style-type: none"> To perform a simple test to find out 'How do plants grow best?' <p>Children to choose from a selection of media in which to grow their plant; paper, cotton wool, sand, compost. Where to leave their plant; sun, cupboard, How to treat the plant; water, leave it to look after itself.</p>	<p>Seeds. Cups. Different media to plant a seed in (ie. soil, cotton wool, paper etc).</p>
6	<ul style="list-style-type: none"> To describe the basic structure of a tree. <p>Children to look at a selection of trees in the school grounds and describe their structures.</p>	<p>Link to Outdoor Learning: Bark rubbings. Walk around the school grounds to identify different trees.</p>
7	<ul style="list-style-type: none"> To question 'Which conditions did the plants grow best in?' <p>'Did the plants that grew the best have the longest roots?' In groups, children to discuss what happened when the seeds grew? What did the plants need to grow? Record what happened to their seed. Conclude.</p>	



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Science Medium-Term Plan – Spring 2

NC objective: Pupils should be taught to: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
 ☐ describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their simple physical properties.

Week	Learning Objectives	Resources
1	<ul style="list-style-type: none"> To sort a selection of materials. <p>In groups children to be given a selection of materials to sort. Without any adult advice, children to decide on how to sort the materials and sort them into groups. Discuss and feedback to the class. Identify and name some common materials.</p>	<p>Selection of materials (e.g. wooden peg, plastic ruler, metal spoon etc).</p>

<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p>	<ul style="list-style-type: none"> To use our senses to find the similarities and differences between materials. <p>In groups, children to sort a selection of materials according to how they feel, how they sound when knocked and appearance. Can they name the material?</p>	<p>Selection of materials to sort (e.g. bendy, rough, hard etc).</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p>	<ul style="list-style-type: none"> To sort materials according to transparency. <p>Introduce the word transparent, children to sort a selection of materials into transparent and not transparent. Make some glasses using a transparent material. Read 'Anna's Amazing Glasses'</p>	<p>Transparent and not transparent material (e.g. scrap transparent material, card etc).</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p>	<ul style="list-style-type: none"> To recognise similarities and differences between materials <p>What are magnets? What do they do? Discuss magnet safety – not near computer screens etc. Children to use magnets to sort materials into 2 groups, magnetic and non-magnetic. Record</p>	<p>Selection of magnetic and non-magnetic objects for the children to test and explore.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p>	<ul style="list-style-type: none"> To understand that materials can be used for many purposes. <p>Look at a selection of objects made from glass, plastic, wood, paper, textiles and metal. Discuss the uses of each item and how they have different purposes. Why are some materials better than others?</p>	<p>Objects made from each material – plastic, wood, metal, fabric, paper, glass.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">6</p>	<ul style="list-style-type: none"> To suggest how to test an idea fairly (Science Day). <p>Explain to the children that Mother Pig heard that the weather wasn't going to be very good and she wanted her pigs to be dry when building their homes. Can the children design an experiment to find the most waterproof material for a Little Pig coat? Children to test and record. Design a waterproof coat for the Little pigs.</p>	<p>A selection of scrap materials. Water. Pipettes.</p>

7	<ul style="list-style-type: none"> Literacy Link <p>Children to use a selection of materials to make their own fairy-tale touch and feel book. Discuss how materials feel and possible materials to be uses for different effects.</p>	<p>Selection of touch and feel books for children to see.</p> <p>Link to English: Books and reading.</p>
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Science Medium-Term Plan – Summer 1

NC objective: Pupils should be taught to: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Week	Learning Objectives	Resources
1	<p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To label the body parts Fish</p>	Pictures of different fish.
2	<p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To label the body parts Amphibians</p>	Pictures of different amphibians.
3	<p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To label the body parts Reptiles</p>	Pictures of different reptiles.
4	<p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To label the body parts Birds - gulls</p>	Pictures of different birds.

5	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To label the body parts Mammals	Pictures of different mammals.
6	To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To label the body parts Pets	Pictures of different types of pets.
7	Animals in the world – recap equator and adaptations.	Noah’s Ark Zoo Farm Visit. Link to Geography: Equator and world.



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Science Medium-Term Plan – Summer 2

NC objective: Pupils should be taught to: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.

Week	Learning Objectives	Resources
1	<ul style="list-style-type: none"> To observe the changes from Summer to Autumn. <p>Children to look at pictures from the Summer and discuss clothes worn, weather, trees and plants, animals. Look at the Autumn and how is the weather different? What are the plants and trees like, what clothes are we wearing?</p>	Link to Outdoor Learning: Welly walk.
2	<ul style="list-style-type: none"> To observe the changes from Autumn to Winter. <p>Remind the children of our Autumn observations from last week and discuss the changes we are expecting to see as we move from Autumn to Winter; Discuss weather, clothes, plants and trees and animals.</p>	Season pictures.

<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p>	<ul style="list-style-type: none"> • To observe the changes between Winter and Spring, what will we expect to see? <p>Children to create Season wheels.</p>	<p>Season pictures. Season wheel.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p>	<ul style="list-style-type: none"> • To understand the different seasons and how the day length changes. <p>Children to develop an understanding of why we get different seasons. Children to understand that we get less hours of daylight as we get closer to December 21st and the most amount of daylight as we approach 21st June.</p>	<p>Children to make a representation of the Earth and the Sun.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p>	<ul style="list-style-type: none"> • To know the month and season of our own Birthday. <p>Children to make a picture to represent 'My Birthday'</p>	<p>A selection of seasonal pictures.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">6</p>	<ul style="list-style-type: none"> • To observe the changes from Autumn to Winter. <p>Link Outdoor Learning; Season collages.</p>	<p>Link to Outdoor Learning: Welly Walk</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">7</p>	<ul style="list-style-type: none"> • To understand that some animals hibernate. <p>Look at a selection of Winter animals; discuss how some animals are able to survive the winter, while other animals like tortoise and hedgehogs have to hide away for the winter – hibernate.</p>	<p>Link to Outdoor Learning: Making dens</p>