

**Evercreech CofE Primary School**

**Science Medium-Term Plan – Autumn 1**

**NC objective:** Pupils should be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

<b>Week</b>	<b>Learning Objectives</b>	<b>Activity/Resources</b>
<b>1</b>	<b>To understand that animals, including humans, get nutrients from what they eat</b>	Food pyramid Paper plate
<b>2</b>	<b>To compare the diets of different animals and decide ways of grouping them according to what they eat</b>	Children to have selection of animals and put them into groups. Why did they group them that way? Discuss 3 food groups: Carnivore, Omnivore, Herbivore Children to write definitions for each diet type. EXT: Fill in the worksheet adding animals to the correct diet.
<b>3</b>	<b>To understand the different types of skeletons To identify the function of a skeleton</b>	Children to identify 3 types of skeletons and write definitions for meaning. EXT: Think of examples of animals that would have each type of skeleton. Resources: Types of skeletons worksheet
<b>4</b>	<b>To identify the main parts of a human skeleton</b>	Children to label main parts of a human skeleton. EXT: Comprehension questions. Resources: labelling skeleton worksheet, comprehension questions.
<b>5</b>	<b>To understand the purpose and function of muscles</b>	<b>Children to make model of their hand.</b> Resources: card, straws, string, tape

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**Science Medium-Term Plan – Autumn 2**

**NC objective:** Pupils should be taught to: Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Week	Learning Objectives	Resources
1	To notice that some forces need contact between two objects (by identifying the different types of forces acting on objects (push and pull))	Video clip: <a href="#">Pushes and pulls (clip compilation) - KS2 Science - BBC Bitesize</a> What is a force? Children to write definitions in their books. Sort images into 2 piles depending on whether it's a push or pull force. EXT: Can you find any push or pull forces in our classroom?
2	To compare how things move on different surfaces (by investigating the speed of a toy car over different surfaces)	Toy cars, friction boards, metre sticks and rulers
3	To observe how magnets attract some materials and not others To compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet and identify magnetic and non-magnetic materials	Magnets, iron filings, objects of mixed material (paper clip, pencil, rubber etc.) Video clip: <a href="#">How do magnets help in a scrapyard? - KS2 Science - BBC Bitesize</a>
4	To investigate the strength of different magnets	Range of magnet types (bar, horseshoe, ring etc.), paper clips
5	To describe magnets as having two poles	Video clip: <a href="#">Magnets and their invisible force - KS2 Science - BBC Bitesize</a> Bar magnets



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**Science Medium-Term Plan – Spring 1**

**NC objective:** Pupils should be taught to: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Week	Learning Objectives	Resources
<b>1</b>	<ul style="list-style-type: none"> <li>To identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves, flowers)</li> </ul>	Labelling worksheet, word mat, flowers
<b>2</b>	<ul style="list-style-type: none"> <li>To explore the requirements of plants for life (continued in summer term)</li> </ul>	Tally chart, outdoor learning, maths link
<b>3</b>	<ul style="list-style-type: none"> <li>To explore the part that flowers play in the life cycle of flowering plants (including pollination, seed formation and seed dispersal)</li> </ul>	Non-fiction text, English (comprehension) link
<b>4</b>	<ul style="list-style-type: none"> <li>To investigate the way in which water is transported within plants</li> </ul>	White flowers, food colouring, beakers/vials
<b>5</b>	<ul style="list-style-type: none"> <li>To investigate the way in which water is transported within plants (continued)</li> </ul>	White flowers, food colouring, beakers/vials



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**Science Medium-Term Plan – Spring 2**

**NC objective:** Pupils should be taught to: Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.

Week	Learning Objectives	Resources
<b>1</b>	<ul style="list-style-type: none"> <li>To recognise that they need light to be able to see (and that darkness is the absence of light)</li> </ul>	Torches
<b>2</b>	<ul style="list-style-type: none"> <li>To recognise that light from the sun is dangerous (and that there are ways to protect their eyes)</li> </ul>	Sunglasses
<b>3</b>	<ul style="list-style-type: none"> <li>To notice that light is reflected from surfaces</li> </ul>	Torches, mixed materials, mirrors
<b>4</b>	<ul style="list-style-type: none"> <li>To understand and use the terminology opaque, translucent, and transparent</li> </ul>	Torches, mixed materials
<b>5</b>	<ul style="list-style-type: none"> <li>To recognise that shadows are formed when light from a light source is blocked by a solid object</li> </ul>	Torches
<b>6</b>	<ul style="list-style-type: none"> <li>To find patterns in the way that the size of shadows change</li> </ul>	Torches, daylight shadow equipment



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#### Science Medium-Term Plan – Summer

**NC objective:** Pupils should be taught to: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter

Week	Learning Objectives	Resources
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<b>1</b>	<ul style="list-style-type: none"> <li>To compare and group together different kinds of rocks on the basis of their physical appearance</li> </ul>	Rocks, book (The pebble in my pocket)
<b>2</b>	<ul style="list-style-type: none"> <li>To describe in simple terms how fossils are formed (when things that have lived are trapped in rock)</li> </ul>	Rocks, book (The pebble in my pocket)
<b>3</b>	<ul style="list-style-type: none"> <li>To investigate what happens when rocks are rubbed together and when they are in water</li> </ul>	Rocks, book (The pebble in my pocket)
<b>4</b>	<ul style="list-style-type: none"> <li>To investigate what happens when rocks are rubbed together and when they are in water</li> </ul>	Rocks, book (The pebble in my pocket)
<b>5</b>	<ul style="list-style-type: none"> <li>To recognise that soils are made from rocks and organic matter</li> </ul>	Rocks, book (The pebble in my pocket)
<b>6</b>	<ul style="list-style-type: none"> <li>Trip to Quarry</li> </ul>	