Evercreech CofE Primary School
Science Medium-Term Plan – Autumn 1

Week	Unit	Learning objective	Resources/Enrichment (Including links with other subjects e.g. maths/English)	Working scientifically skills	Key words
1	Living things and their habitat	To describe how living things are classified into broad groups.	CPG p9,10,11,12. Chd to answer questions on p 18 (answers p100) up to number 8 Introduce question 9 – keys/look at a key on smartboard pdf document.		Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering
2	Living things and their habitat	To give reasons for classifying plants and animals based on specific characteristics.	PPT/Video Read CPG p 13 and answer questions. Use PDF sats questions on smartboard	Identifying scientific evidence that has been used to support or refute ideas or arguments	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering
3	Living things and their habitat	To create a classification key.	Classification notebook	Recording data and results of increasing complexity using classification keys.	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering
4	Animal, including humans.	To know the major organs of the body.	Watch BBC bitesize. Mind map Purple Science book		oesophagus, stomach, small intestine, large intestine, brain, kidneys, liver
5	Animal, including humans 3/4 revision	To revise the digestive system.	Experiment Make their own digestive system- tights, biscuits, water, orange juice, tubs, plastic bags.		Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, teeth, incisor, canine, molar, premolars
6	Animal, including humans. 3/4 revision	To revise the skeletal and muscular systems.	Rubber glove- how hand would be without skeleton/muscles Bones/muscle notebook Skeleton/muscle for labelling Post it notes- body labelling BBC bitesize videos		skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine
7	Animal, including humans. 3/4 revision	To identify and name the main parts of the human circulatory system. To describe the function of the heart, blood vessels and blood.	Use circulatory ppt. Stick heart& lung diagram in books and label.		Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system

Evercreech CofE Primary School
Science Medium-Term Plan – Autumn 2

Week	Unit	Learning objective	Resources/Enrichment (Including links with other subjects e.g. maths/English)	Working scientifically skills	Key words
8	Animals including humans	To explore how the circulatory system enables the body to function.	Use circulatory ppt. Heart demonstration- bibs and tape	Reporting and presenting findings from enquiries	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system
9	Cool Aeronautics				
10	Animals including humans	How does exercise effect our heart rate?	Investigation PowerPoint	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise
11	Animals including humans	How does exercise effect our heart rate?	Investigation PowerPoint iPad- stop watches	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise
12	Animals including humans	How does exercise effect out heart rate?	Investigation PowerPoint Excel/graph paper- creating graphs	Recording data and results of increasing complexity using line graphs. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in written forms.	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise
13	Animals including humans	To recognise the impact of diet, drugs and lifestyle on the human body	Lifestyle PowerPoint		Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle
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Evercreech CofE Primary School
Science Medium-Term Plan – Spring 1

Week	Unit	Learning objective	Resources/ Enrichment (Including links with other subjects e.g. maths/English)	Working scientifically skills	Key words
1	Evolution and inheritance	To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Fossils PowerPoint		Offspring, reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils
2	Evolution and inheritance	To recognise that living things produce offspring of the same kind.	Inheritance notebook		Offspring, reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils
3	Evolution and inheritance	To understand how animals and humans are adapted to their environments. To understand the process of evolution.	Evolution notebook	Identifying scientific evidence that has been used to support or refute ideas or arguments.	Offspring, reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils
4	Light	To understand that light travels in straight lines.	Light PowerPoint Torches and puppets Sun dial equipment	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays
5	Light	To understand how light allows us to see	Light PowerPoint Eye labelling diagrams		Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays
6	Light	To create a periscope to explore reflection	Periscope template Sellotape Mirrors Blutac	Reporting and presenting findings from enquiries.	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays
7	Light	To understand reflection and refraction	Light PowerPoint Reflection diagram Refraction diagram		Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous, straight lines, light rays

Evercreech CofE Primary School
Science Medium-Term Plan – Spring 2

Week	Unit	Learning objective	Resources/Enrichment (Including links with other subjects e.g. maths/English)	Working scientifically skills	Key words
1	Electricity	To investigate how changing the amount of power in a circuit influences how particular components work.	https://learningcircuits.co.uk/tutorial1 Electricity notebook Circuit equipment Experiment help sheet	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage
2	Electricity	To use recognised symbols when representing a simple circuit in a diagram.	https://learningcircuits.co.uk/tutorial1 Electricity notebook Circuit component labelling Circuit worksheet	Using test results to make predictions to set up further comparative and fair tests	Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage
3	Electricity	I can explain what conductors and insulators are.	https://learningcircuits.co.uk/tutorial1 End of unit assessment Electricity notebook		Conduct, insulate
4	Forces	I can understand how forces can act on objects,	Forces notebook Variety of objects. Variety of surfaces Water	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing	Force, gravity, Earth, air resistance, water resistance, friction,

				complexity using bar and line graphs Using test results to make predictions to set up further comparative and fair tests	
5	Forces	To explain how levers, pulleys and gears work.	Forces notebook		Force, mechanisms, simple machines, levers, pulleys, gears
6	Forces	I can understand how a magnet acts on an object.	Forces notebook Variety of magnetic and non-magnetic objects. Magnets	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole

Preston CofE Primary School
Science Medium-Term Plan – Summer 1

Evercreech CofE Primary School

Week	Unit	Learning objective	Resources/Enrichment (Including links with other subjects e.g. maths/English)	Working scientifically skills	Key words
1	Properties and changes in material	To revise states of matter.	Matter revision notebook Y4/5 key questions worksheet		Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material
2	States of matter	To revise the water cycle.	Water cycle notebook Water cycle diagram		Water cycle, evaporation, precipitation
3	SATs				
4					
5	Earth and space	To understand our solar system	Solar system notebook iPads for presentations.		Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets

Evercreech CofE Primary School
Science Medium-Term Plan – Summer 2

Week	Unit	Learning objective	Resources/Enrichment (Including links with other subjects e.g. maths/English)	Working scientifically skills	Key words
1	Earth and space	To understand our solar system	iPads for presentations.		Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets
2	Plants	To explain the function of the parts of a flowering plant.	Labelling of the parts of a plant. Plant notebook. EXT celery in coloured water to support transpiration understanding.		Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)
3	Plants	To describe the life cycle of flowering plants.	Plant notebook		Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)
4	Sound	To explain how sounds are produced.	Sound notebook Musical instrument		Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation
5	Sound	To investigate volume and pitch.	Sound notebook Boom whackers	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation
6	Rocks	To compare and group rocks based on their physical properties.	Rocks notebook		Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil
7	Last week				