



Science Curriculum Spring Medium Term Plan

| Year | Spring 1 | Key skills | Spring 2 | Key skills |
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| Year 1 | Seasonal Changes <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons Describe how the length of day varies depending on the season | <ul style="list-style-type: none"> Asking simple questions and recognising they can be answered in different ways Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions | My Garden <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Observing closely using simple equipment Performing simple tests Identifying and classifying |
| Year 2 | The Great Outdoors <ul style="list-style-type: none"> Explore and compare the differences between living things, dead things and things that have never been alive Identify how habitats are suited for different kinds of animals and plants and how they depend on each other Identify and name a variety of animals in their habitats including microhabitats Describe how animals obtain food (plants/other animals) using the idea of a simple food chain. | <ul style="list-style-type: none"> Sorting and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions | Survivors <ul style="list-style-type: none"> Notice that animals including humans have offspring that grow into adults Find out about and describe basic needs of animals including humans for survival (water, food and air) Describe the importance for humans of exercise, having a balanced diet and hygiene | <ul style="list-style-type: none"> Observing closely using simple equipment Performing simple tests Using observations and ideas to suggest answers to questions |
| Year 3 | Chocolate <ul style="list-style-type: none"> Explore where food comes from (focus on cocoa plants to chocolate bar) <i>Wow lesson?</i> Identify and describe functions of different parts of flowering plants (roots, stem, leaves and flowers) Explore requirements of plants for life and growth and how they vary from plant to plant Investigate the way in which water is transported within plants | <ul style="list-style-type: none"> Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations (where appropriate taking accurate measurements) Reporting on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions | Staying Healthy <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings |

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| | <ul style="list-style-type: none"> Explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal | | | |
| Year 4 | <p>Oceans</p> <ul style="list-style-type: none"> Identify and name a variety of sea life Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things | <ul style="list-style-type: none"> Classifying and presenting data Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Asking relevant questions and using different types of scientific enquiries to answer them | <p>Plastic Pollution</p> <ul style="list-style-type: none"> Recognising that environments can change Recognising ways in which the ocean environment can change Observing that environmental changes can sometimes pose dangers to living things (natural disasters vs human causes) Identifying ways in which humans can care for the oceans. | <ul style="list-style-type: none"> Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Using straightforward scientific evidence to answer questions or to support their findings Asking relevant questions and using different types of scientific enquiries to answer them Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions |
| Year 5 | <p>Rainforests</p> <ul style="list-style-type: none"> Observe and compare the differences in the lifecycles of a mammal, an amphibian, an insect and a bird (<i>focus on animals in the rainforest!</i>) <i>Note: find out about the work of naturalists and animal behaviourists (ie D Attenborough and J Goodall)</i> Describe the life process of reproduction in some plants and animals | <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (<i>see POS for suggestions</i>) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations | <p>Global Warming</p> <ul style="list-style-type: none"> Recognising that environments can change Recognising ways in which the rainforest environment can change Observing that environmental changes can sometimes pose dangers to living things (natural disasters vs human causes) Identifying ways in which humans can care for the rainforest. <p><i>Note: Focus on working scientifically skills</i></p> | <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments |
| Year 6 | <p>Our Bodies</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system Describe the functions of the heart, blood vessels and blood | <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | <p>Evolution & Inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that | <ul style="list-style-type: none"> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations |

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| | <ul style="list-style-type: none">• Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function• Describe the ways in which nutrients and water are transported within animals, including humans | <ul style="list-style-type: none">• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs | <p>inhabited the Earth millions of years ago</p> <ul style="list-style-type: none">• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | <ul style="list-style-type: none">• Identifying scientific evidence that has been used to support or refute ideas or arguments |
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