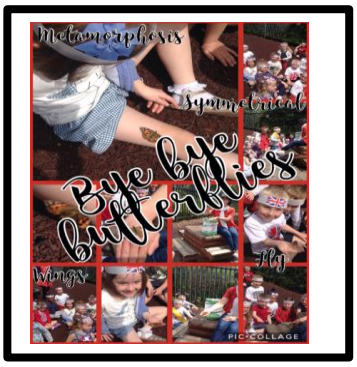
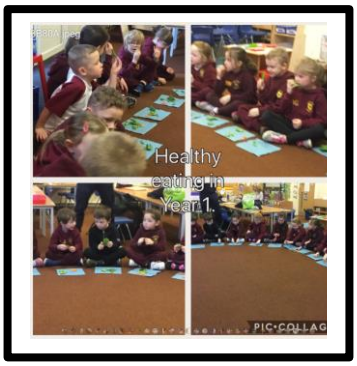
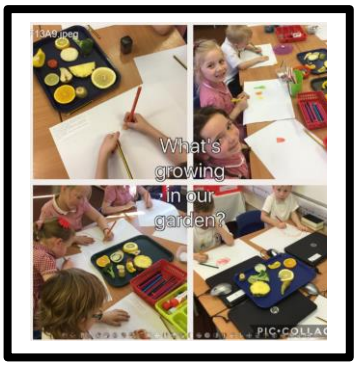
Science Summer Term



In Reception we have been learning about the life cycle of a butterfly. We cared for and observed live caterpillars. We observed the through each stage of their life cycle and learned lots of new scientific words such as chrysalis and metamorphosis. This is when the butterflies change from a caterpillar into a beautiful butterfly. We then applied this to our work in maths and explored symmetry. We were a little sad to say good bye to our new friends.

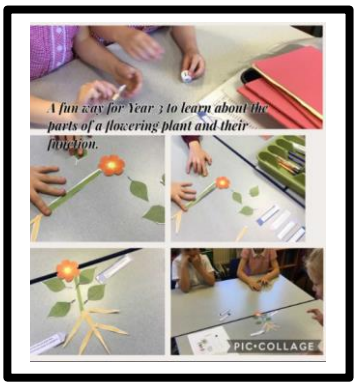




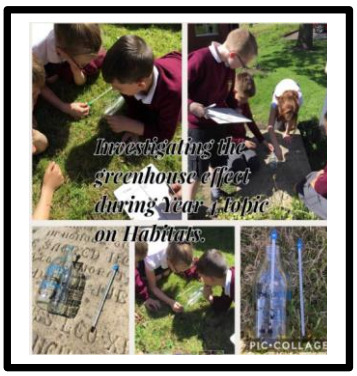
In Year 1 we went on a trip to Dunham Massy to do lots of fun outdoor activities and to look at plants. We made a map of a garden plot and identified the plants and predicted what they will turn into when they are fully grown. We have prepared tubs and planted chitted potatoes, beans and peas to keep in the classroom garden centre. We will observe the plant growing over time. We are applying our knowledge to how fruit and vegetables grow and how we can use them to create healthy snacks.

In Year 2 we have been observing and describing how seeds and bulbs grow into mature plants. We have set up an investigation to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. We have observed and recorded the growth of a plants as they change over time from a seed or bulb.

In Year 3 we have identified and described the functions of different parts of flowering plants. We carried out an enquiry to compare the effect of different factors on plant growth. Each group observed a different requirement e.g. the amount of light, water, compost, air, space and warmth. We made observational drawing of the plants root systems. We used white carnations to explore how water travels up the stem to the flowers. We learned that plants produce their own food and we explored the part that leaves play in photosynthesis. We have also learned the part that flowers play in the life cycle of flowering plants, including pollination and seed formation. We sorted and grouped plants or pictures of plants according to those whose leaves we eat and those we do not.



In Year 4 we explored our local environment recognise how environments can change; this can sometimes pose dangers to living things. We explored the characteristics of living things; MR GRENS. We carried out a simple investigation to explore the greenhouse effect. We researched how some living things are adapted to a given environments. We explored and used classification keys to help group, identify and name a variety of living things.



In Year 5 We learned and compared life cycles of living things. We began by classifying plants into flowering and non-flowering plants. We explored what seeds require in order to germinate and then we ook leaf and root cuttings to find out whether plants can also be grown **fr**om different parts of a plant. We also planted potatoes and beans to compare them. We have explored the differences in the life cycles of an amphibian and an insect. We recognised that in both life cycles the living things went through a process of metamorphosis. We then explored what makes a mammal, a mammal and compared their life cycle. We know the importance of each stage within the life mammalian cycle.

In Year 6 we have described how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. We can give reasons for classifying plants and animals based on specific characteristics. We have devised our own classification systems and keys for some animals and plants in the immediate environment.