

## HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL SCIENCE MEDIUM TERM PLAN TERM 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>Hedgehog Everyday materials</b></p>	<p>To distinguish between an object and the material from which it is made. To observe a manufacturing process. To observe the stages required to make a packed lunch. To identify and name a variety of everyday materials. To describe some of the properties of different materials.</p>	<p>To identify and name a variety of everyday materials. To sort objects according to material. To think about why an object is made from a particular material. To identify the materials objects are made from and why each of the different materials has been chosen. To learn why certain materials would be inappropriate for certain objects</p>	<p>To know that some materials are changed in shape by forces. To know that materials have different textures. To identify the materials used in making certain objects and why each material has been chosen. To learn why certain materials would be inappropriate for certain objects.</p>	<p>To explore the properties of magnets. To test objects to see whether they are magnetic or not. To compare all the magnetic items and discover what they have in common. To distinguish between shiny and dull materials.</p>	<p>To know that some materials are waterproof. To sort materials according to whether they are hard or soft, rigid or flexible, bendy or stretchy.</p>	<p>To know that some materials are absorbent. To compare old and new bicycle tyres. To think about desirable properties of bedroom curtains.</p>	<p><b>POP task</b></p>
<p><b>Fox Everyday Materials</b></p>	<p>To investigate the properties of different materials. To investigate how the shape of a material can be changed by stretching it.</p>	<p>To investigate how the shape of some materials can be changed by twisting or stretching them. To investigate how forces such as</p>	<p>To explore how Dunlop invented inflatable tyres and be able to explain how the pneumatic tyre/air cushioning aids comfort.</p>	<p>To explore how Macintosh used rubber and cloth to create waterproof clothing.</p>	<p>To explore how McAdam used a mixture of natural materials to change how roads were made.</p>		<p><b>POP task</b></p>

	To investigate how the shape of some materials can be changed by twisting, bending, stretching and squashing them.	pulling, stretching, squashing and kneading can permanently change the shape of some materials. To investigate twisting as a force to change the shape of some materials.					
<b>Badger Living things</b>	To sort living things into plants and animals identifying some similarities and differences between them.	To understand the breadth of variety in flowering plants. To be able to name some common flowers.	To know that animals can be grouped into those with and without backbones. To know the five different groups of animals with backbones and their key features.	To understand how to use a decision tree to classify or identify an animal. To develop understanding of why it is helpful to have a shared system of classification. To make a simple decision tree.	To find out about the key features of an animal group. To present research on the key features of an animal group to peers both orally and through a display. To discuss examples of how changes to habitats affect living things.	To consider ways to make a positive impact on the environment. To reflect on the impact of human activity on the environment. To begin to understand that local actions affect global environments.	<b>POP task</b>
<b>Otter Living things</b>	To know there are different types of non-flowering plants. To justify own criteria used for grouping. To develop an awareness of the importance of careful observation and recording in the life of a scientist	To use a simple identification guide. To explore how local habitats change throughout the year.	To identify local birds. To construct a simple guide to identify local invertebrates.				<b>POP task</b>
<b>Deer Evolution and Inheritance</b>	To review the idea that characteristics are passed from parents to offspring.	To understand that special designs which help an animal to survive in its habitat are	To appreciate that adaptation can lead to highly specialised designs.	To be able to describe examples of natural selection in action. To explore how the	To understand that competition favours the best adapted for survival.	To learn about the work of behavioural scientists. To investigate the	<b>POP task</b>

	<p>To be able to define what is meant by the term species.</p> <p>To be able to explain causes of variation.</p> <p>To be able to classify variations as continuous or discontinuous.</p>	<p>called adaptations.</p> <p>To be able to give examples of how living things are adapted to survive in extreme environments.</p> <p>To recognise adaptations of predators.</p> <p>To explore strategies used by prey to avoid capture.</p>	<p>To be able to give examples of the evidence Darwin used to support his theory of evolution.</p> <p>To be able to identify evidence supporting Darwin's theory of evolution.</p>	<p>behaviour of organisms can improve their chance of survival</p>	<p>To look at leaves of native vs introduced species – compare number of marks.</p> <p>To understand how living things in the same habitat can avoid competition.</p> <p>To appreciate that modern humans are just one survivor of a number of hominid ancestors.</p>	<p>impact of new technology on established scientific ideas.</p>	
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