

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLAN TERM 2 2023 - 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Hedgehog (Y1) Everyday Materials</p>	<p>Naming materials To identify everyday materials. Working scientifically: To sort objects into groups based on the materials they are made from.</p>	<p>Material detectives To recognise the difference between objects and materials.</p>	<p>Introduction to properties To describe the properties of materials.</p>	<p>Is it absorbent? To group materials based on their properties (absorbency). Working scientifically: To make observations and record data.</p>	<p>Is it waterproof? To group materials based on their properties (waterproofness). Working scientifically: To plan a test and suggest what might happen.</p>	<p>Is it tough? To group materials based on their properties (toughness). Working scientifically: To answer questions based on results.</p>	POP Task
<p>Fox (Y2) Microhabitats</p>	<p>Identifying and classifying minibeasts Working scientifically: To classify a variety of minibeasts.</p>	<p>Introduction to scientific enquiry Working scientifically: To recognise how scientists answer questions.</p>	<p>Minibeast hunt To recognise that living things live in habitats to which they are suited. Working scientifically: To gather and record data to answer a question.</p>	<p>Planning an experiment Working scientifically: To ask questions and plan how to carry out an experiment.</p>	<p>Woodlice experiment Working scientifically: To carry out an experiment and record data in a table.</p>	<p>What is a botanist? To identify a variety of flowering plants. Science in action: To understand the role of a botanist.</p>	POP Task

<p>Badger (Y3) Forces and magnets</p>	<p>Pushes, pulls and twists To describe the effects of contact forces. Working scientifically: To label a diagram using arrows and scientific vocabulary.</p>	<p>Friction To recognise the effects and uses of forces. Working scientifically: To write a scientific conclusion identifying cause and effect.</p>	<p>Investigating friction To interpret how and why things move differently on different surfaces. Working scientifically: To plan an investigation using variables.</p>	<p>Magnets To describe the effects of magnets. Working scientifically: To write a method.</p>	<p>Investigating magnet strength To compare the properties of different types of magnets. Working scientifically: To display data using a bar chart.</p>	<p>Uses of magnets To explain the uses of magnets. Working scientifically: To research the uses of magnets.</p>	<p>POP Task</p>
<p>Otter (Y4) Movement and nutrition</p>	<p>Skeletons To explain the role of a skeleton. Working scientifically: To group animals based on their physical properties.</p>	<p>The bones in our body To recognise the main bones in the body. Working scientifically: To measure and sort data.</p>	<p>Muscles and movement To explain how muscles are used for movement. Science in action: To explore scientific advances.</p>	<p>Eating for survival To explain how food is an essential energy source for animals. Working scientifically: To gather and compare data to answer questions.</p>	<p>Nutrient groups To identify the main nutrient groups and their simple functions. Working scientifically: To record information using secondary sources.</p>	<p>Balanced diets To explain what makes a balanced diet. Science in action: To explore how knowledge has progressed over time and different jobs use this information.</p>	<p>POP Task</p>
<p>Robin (Y5) Properties and changes</p>	<p>Hardness To determine the hardness of materials and link this to their uses. Working</p>	<p>Transparency To determine the transparency of different materials and link this to their</p>	<p>Conductivity To determine the conductivity of different materials and link this to their uses.</p>	<p>Reversible changes To demonstrate reversible changes. Working scientifically: To</p>	<p>Irreversible changes: Burning and rusting To demonstrate irreversible</p>	<p>Irreversible changes: Mixing To demonstrate irreversible changes. Working</p>	<p>POP Task</p>

	scientifically: To evaluate the hardness test to determine the degree of trust in the results.	uses. Working scientifically: To plan and draw a table of results.	Working scientifically: To write a detailed, organised method which is easy to follow.	write a prediction using prior knowledge of the states of matter.	changes. Working scientifically: To analyse observations about rusting and use them to support a conclusion.	scientifically: To measure the circumference of a balloon accurately.	
Deer (Y6) Light and reflection	The pathway of light To describe the pathway of light. Working scientifically: To use evidence to form conclusions.	See the light To describe how we see. Working scientifically: To draw scientific diagrams.	Measuring shadows To explain how shadows change. Working scientifically: To pose questions.	Reflecting light To investigate what affects the angle of the reflected ray. Working scientifically: To record results as a line graph.	Making a periscope To explain how a periscope works.	Using mirrors To explain how mirrors are helpful. Science in action: To explore different jobs or inventions that depend on reflection.	POP Task