

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
Hedgehog (Y1) Materials Everyday Materials	Naming materials To identify everyday materials. Working scientifically: To sort objects into groups based on the materials they are made from.	Material detectives To recognise the difference between objects and materials.	Introduction to properties To describe the properties of materials.	Is it absorbent? To group materials based on their properties (absorbency). Working scientifically: To make observations and record data.	Is it waterproof? To group materials based on their properties (waterproofness). Working scientifically: To plan a test and suggest what might happen.	Is it tough? To group materials based on their properties (toughness). Working scientifically: To answer questions based on results.	POP Task
Fox (Y2) Living things and their habitats Microhabitats	Identifying and classifying minibeasts Working scientifically: To classify a variety of minibeasts.	Introduction to scientific enquiry Working scientifically: To recognise how scientists answer questions.	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.	Planning an experiment Working scientifically: To ask questions and plan how to carry out an experiment.	Woodlice experiment Working scientifically: To carry out an experiment and record data in a table.	What is a botanist? To identify a variety of flowering plants. Science in action: To understand the role of a botanist.	POP Task
Badger	Pushes, pulls	Friction	Investigating	Magnets	Investigating	Uses of	POP Task

(Y3) Forces, earth and space Forces and magnets	and twists To describe the effects of contact forces. Working scientifically: To label a diagram using arrows and scientific vocabulary.	To recognise the effects and uses of forces. Working scientifically: To write a scientific conclusion identifying cause and effect.	friction To interpret how and why things move differently on different surfaces. Working scientifically: To plan an investigation using variables.	To describe the effects of magnets. Working scientifically: To write a method.	magnet strength To compare the properties of different types of magnets. Working scientifically: To display data using a bar chart.	magnets To explain the uses of magnets. Working scientifically: To research the uses of magnets.	
Otter (Y4) Energy Electricity and circuits	Using Electricity To recognise how electrical appliances are powered. Working scientifically: To record and classify qualitative data	Building Circuits To construct an electrical circuit. Working scientifically: To draw a scientific diagram.	Switching on and off To explain the use of switches in a circuit.	Investigating electrical Conductors and Insulators To explain the use of materials as electrical conductors or insulators. Working scientifically: To write a method.	Investigating bulb brightness To investigate what affects bulb brightness. Working scientifically: To pose questions and plan ways to test them.	Electrical safety To explain how to be safe around electricity. Science in action: To explore how scientific advances inform safety advice.	POP Task
Robin (Y5) Materials Properties and changes	Hardness To determine the hardness of materials and link this to their uses. Working scientifically: To	Transparency To determine the transparency of different materials and link this to their uses.	Conductivity To determine the conductivity of different materials and link this to their uses. Working	Reversible changes To demonstrate reversible changes. Working scientifically: To write a	Irreversible changes: Burning and rusting To demonstrate irreversible changes. Working	Irreversible changes: Mixing To demonstrate irreversible changes. Working scientifically: To	POP Task

	evaluate the hardness test to determine the degree of trust in the results.	Working scientifically: To plan and draw a table of results.	scientifically: To write a detailed, organised method which is easy to follow.	prediction using prior knowledge of the states of matter.	scientifically: To analyse observations about rusting and use them to support a conclusion.	measure the circumference of a balloon accurately.	
Deer (Y6) Energy 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