

# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

## SCIENCE MEDIUM TERM PLAN TERM 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Hedgehog (Y1)</b> <b>Making Connections</b> Investigating science through stories	<b>Do taller trees have wider trunks?</b>  To observe changes across the seasons.  <b>Working scientifically</b> To spot patterns in data.	<b>Comparing woodland animals</b>  To describe and compare the features of animals.  <b>Working scientifically</b> To carry out research to find specific information.	<b>Measuring animal footprints</b>  To identify differences in animal features.  <b>Working scientifically</b> To use a ruler to measure.	<b>Building an animal home</b>  To describe the properties of everyday materials.  <b>Working scientifically</b> To plan how to carry out a test.	<b>Are birds carnivores, herbivores or omnivores?</b>  To identify animals that are carnivores, herbivores and omnivores.	<b>POP Task</b>
<b>Fox (Y2)</b> <b>Making Connections</b> Plant-based materials	<b>Reduce, reuse, recycle</b>  To describe how materials can be reused.  <b>Science in action</b> To understand how the 3Rs contribute to sustainable products.	<b>From plants to products</b>  To identify human-made and natural materials.  <b>Working scientifically</b> To group based on characteristics.	<b>Testing suitability</b>  To identify suitable materials based on their properties.  <b>Working scientifically</b> To perform a test and gather data.	<b>Testing plant pots</b>  To identify a material to help plant growth.  <b>Working scientifically</b> To use observations to answer a simple question.	<b>Choosing materials</b>  To choose materials to create a suitable plant pot.  <b>Working scientifically</b> To identify and classify living things.	<b>POP Task</b>

<p><b>Badger (Y3)</b> <b>Making Connections</b> Does hand span affect grip strength?</p>	<p><b>Investigating grip strength – Planning</b> To revise the units <i>Movement and nutrition</i> and <i>Rocks and soil</i>.</p> <p><b>Working scientifically</b> To plan a pattern seeking enquiry.</p>	<p><b>Investigating grip strength – Gathering data</b> To revise the units <i>Movement and nutrition</i> and <i>Plant reproduction</i>.</p> <p><b>Working scientifically</b> To gather and record data.</p>	<p><b>Investigating grip strength – Analysing, concluding and evaluating</b> To revise the unit <i>Forces and magnets</i>.</p> <p><b>Working scientifically</b> To conclude and evaluate the investigation.</p>	<p><b>Investigating grip strength – Extending</b> To revise the unit <i>Uses of materials</i>.</p> <p><b>Working scientifically</b> To use sets of data to inform design.</p>	<p><b>Investigating grip strength – Presenting</b> To revise the units <i>Light and shadows</i> and <i>Movement and nutrition</i>.</p> <p><b>Working scientifically</b> To report on my findings using a shadow puppet display.</p>	<p><b>POP Task</b></p>
<p><b>Otter (Y4)</b> <b>Making Connections</b> How does the flow of liquids compare?</p>	<p><b>Investigating liquids – Planning</b> To revise the units <i>States of matter</i> and <i>Classification</i> and changing habitats.</p> <p><b>Working scientifically</b> To plan a comparative test.</p>	<p><b>Investigating liquids – Gathering data</b> To revise the unit <i>Electricity</i> and circuits.</p> <p><b>Working scientifically</b> To gather and record data.</p>	<p><b>Investigating liquids – Analysing, concluding and evaluating</b> To revise the units <i>States of matter</i> and <i>Sound</i> and vibrations.</p> <p><b>Working scientifically</b> To conclude and evaluate the investigation.</p>	<p><b>Investigating liquids – Extending</b> To revise the unit <i>Digestion</i> and food.</p> <p><b>Working scientifically</b> To observe carefully and apply these observations to problem solve.</p>	<p><b>Investigating liquids – Presenting</b> To revise the unit <i>States of matter</i>.</p> <p><b>Working scientifically</b> To report on my findings.</p>	<p><b>POP Task</b></p>

<p><b>Robin (Y5)</b> <b>Making Connections</b></p> <p>Human timeline</p> <p>Does the size of an asteroid affect its impact strength?</p>	<p><b>Investigating asteroid craters – Planning</b></p> <p>To revise the units <i>Earth and space</i> and <i>Life cycles and reproduction</i>.</p> <p><b>Working scientifically</b> To plan a comparative test.</p>		<p><b>Investigating asteroid craters – Gathering data</b></p> <p>To revise the units <i>Unbalanced forces</i> and <i>Mixtures and separation</i>.</p> <p><b>Working scientifically</b> To gather and record data.</p>		<p><b>Investigating asteroids – Analysing, concluding and evaluating</b></p> <p>To revise the units <i>Separating mixtures</i> and <i>Unbalanced forces</i>.</p> <p><b>Working scientifically</b> To conclude and evaluate the investigation.</p>	<p><b>POP Task</b></p>
<p><b>Deer (Y6)</b> <b>Making Connections</b></p> <p>Are some sunglasses safer than others?</p>	<p><b>Investigating sunglasses – Planning</b></p> <p>To revise the units <i>Circulation and health</i> and <i>Light and reflection</i>.</p> <p><b>Working scientifically</b> To plan a comparative test.</p>	<p><b>Investigating sunglasses – Gathering data</b></p> <p>To revise the units <i>Light and reflection</i> and <i>Circuits, batteries and switches</i>.</p> <p><b>Working scientifically</b> To gather and record data.</p>	<p><b>Investigating sunglasses – Analysing, concluding and evaluating</b></p> <p>To revise the units <i>Light and reflection</i> and <i>Circulation and health</i>.</p> <p><b>Working scientifically</b> To conclude and evaluate the investigation.</p>	<p><b>Investigating sunglasses – Extending</b></p> <p>To revise the units <i>Classifying big and small</i>, <i>Evolution and inheritance</i>, <i>Light and reflection</i> and <i>Circulation and health</i>.</p> <p><b>Working scientifically</b> To use further data to inform a conclusion.</p>	<p><b>Investigating sunglasses – Presenting</b></p> <p>To revise the units <i>Light and reflection</i> and <i>Circulation and health</i>.</p> <p><b>Working scientifically</b> To report on findings in the form of an advert.</p>	<p><b>POP Task</b></p>

