HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLAN TERM 2 2024 - 2025

	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 (Y3) Forces, earth and space Forces and magnets	**Pushes, pulls and twists** To describe the effects of contact forces. Working scientifically: To label a diagram using arrows and scientific vocabulary.	**Friction** To recognise the effects and uses of forces. Working scientifically: To write a scientific conclusion identifying cause and effect.	**Investigating friction** To interpret how and why things move differently on different surfaces. Working scientifically: To plan an investigation using variables.	**Magnets** To describe the effects of magnets. Working scientifically: To write a method.	**Investigating magnet strength** To compare the properties of different types of magnets. Working scientifically: To display data using a bar chart.	**Uses of magnets** To explain the uses of magnets. Working scientifically: To research the uses of magnets.	**POP Task**
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	**Transparency** To determine the transparency of different materials and link this to their	**Conductivity** To determine the conductivity of different materials and link this to their uses.	**Reversible changes** To demonstrate reversible changes. Working scientifically: To	**Irreversible changes: Burning and rusting** To demonstrate irreversible	**Irreversible changes: Mixing** To demonstrate irreversible changes. Working	**POP Task**

	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) 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**