

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLAN TERM 6 2024 - 2025

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

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

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

