

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLAN TERM 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hedgehog Winter and Spring	<p>To review knowledge of the natural environment.</p> <p>To observe the natural environment and note seasonal changes.</p> <p>To compare seasonal changes in winter with autumn.</p> <p>To observe and record changes in temperatures.</p> <p>To compare temperatures in different places.</p> <p>To know that there is less daylight in winter.</p>	<p>To know that temperatures are lower outside in winter.</p> <p>To know that smooth surfaces slide on ice and snow.</p> <p>To know that icy weather can be dangerous.</p> <p>To observe the structure of a snowflake.</p> <p>To know that snowflakes are a feature of winter weather.</p>	<p>To know that wintery weather can make it hard for animals to find food.</p> <p>To know that animal footprints are visible in snow.</p>	<p>To know that animals have ways of staying warm in winter.</p> <p>To perform a simple test using a thermometer to investigate insulation.</p> <p>To know that some animals sleep during the winter months.</p> <p>To identify some animals that hibernate and understand why they hibernate.</p> <p>To measure and record weather conditions.</p>	<p>To observe the apparent movement of the Sun.</p> <p>To create models showing the movement of the Sun.</p> <p>To understand the position of the Sun at different times of day.</p> <p>To recognise that spring follows winter.</p> <p>To know that plants begin to grow as winter ends.</p>	<p>To identify and record signs of spring.</p> <p>To compare spring with winter and autumn.</p> <p>To suggest seasonal changes that may have happened to a tree.</p> <p>To identify different weather conditions in different seasons.</p>	POP task
Fox Animals, including humans	<p>To reinforce the idea that there are both similarities and differences between living things.</p> <p>To understand the different stages in</p>	<p>To understand the growth cycle of mammals including children's pets.</p> <p>To understand the frog life cycle.</p> <p>To understand what birds are.</p>	<p>To consider what babies of different creatures need.</p> <p>To understand the characteristics of what different adult creatures need.</p> <p>To consider how all</p>	<p>To begin to consider what we eat and what is healthy.</p> <p>To understand that the food we eat can be broken down into food</p>	<p>To understand the importance of washing their hands.</p> <p>To understanding the importance of tooth care.</p> <p>To understand the</p>	<p>To understand the importance of exercise in staying healthy.</p> <p>To understand their own daily exercise activities.</p> <p>To begin to</p>	POP task

	<p>the human life cycle.</p> <p>To understand what <i>growth</i> means using themselves and their families as practical examples.</p>	<p>To know that birds have a life cycle</p>	<p>living creatures have similar basic needs.</p>	<p>groups.</p> <p>To understand what a healthy diet is.</p>	<p>relationship between the food we eat and caring for our teeth.</p>	<p>understand the effect exercise has on their pulse rate.</p>	
<p>Badger Animals including humans</p>	<p>To review children's ideas about living things, habitats and food chains.</p>	<p>To learn why animals are found in a certain habitat.</p> <p>To be able to choose appropriate equipment to collect an animal carefully.</p>	<p>To understand what is meant by a food chain.</p> <p>To know what the terms 'producer' and 'consumer' mean.</p> <p>To be able to construct food chains with two links.</p>	<p>To understand the terms 'carnivore' and 'herbivore'.</p> <p>To understand that food chains are part of more complex food webs.</p> <p>To consider how local animals are adapted to their environment in different ways.</p> <p>To understand that animals are in competition for resources.</p>	<p>To begin to understand that humans can select characteristics to breed.</p> <p>To make and record systematic comparisons.</p> <p>To know that plants have main features similar to their parent plants, but there is also variation between them.</p>	<p>To understand that different animal characteristics aid survival.</p> <p>To apply understanding of animal adaptation.</p> <p>To consolidate and apply understanding of how living things resemble their parents and are suited to their environment.</p>	<p>POP task</p>
<p>Otter Animals including humans</p>	<p>To know what the terms 'habitat' and micro habitat mean.</p> <p>To identify different physical aspects of habitats.</p>	<p>To know that animals eat certain foods in a habitat.</p>	<p>To understand the terms 'predator' and 'prey'.</p>				<p>POP task</p>
<p>Deer Living things and their habitats</p>	<p>To review ideas about fossil formation and adaptation to habitats.</p> <p>To consider issues of difference between people with sensitivity.</p>	<p>To recognise a fossil and know that fossils can provide evidence of soft remains and of footprints.</p> <p>To consider why humans walk on two legs.</p>	<p>To consider how animals have adapted to their environment.</p> <p>To understand that animals are in competition for resources.</p> <p>To use results of</p>	<p>To introduce the idea of a more detailed classification system.</p> <p>To know how to place organisms into one of the five kingdoms.</p>	<p>To learn about bacteria.</p> <p>To understand the role of protists in food webs.</p> <p>To learn about yeast.</p>	<p>To learn about responses in controlling the spread of a virus.</p> <p>To be able to classify vertebrates and invertebrates based upon their characteristics.</p>	<p>POP task</p>

	To find out about the life and work of Mary Anning.	To understand that changes in the environment can cause some groups of living things to become extinct.	games that model competition to make inferences about competition in the wild.	To learn about the development of microscopes and research of cells.			
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