

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
Hedgehog (Y1) Animals, including humans Sensitive Bodies	Body parts Knowledge To name parts of the human body. Working scientifically To sort body parts into groups.	The senses Knowledge To name the body parts used for each sense. Working scientifically To spot patterns in data.	Taste and touch Knowledge To identify the body parts used for the sense of taste and touch. Working scientifically To use the senses to make observations.	Sight and smell Knowledge To identify the body parts used for the sense of smell and sight. Science in action To recognise that scientists are always making new discoveries.	Hearing Knowledge To identify the body part used for the sense of hearing. Working scientifically To investigate how sound changes as you move further away.	Senses in action Knowledge To recognise how the senses are used in everyday life. Science in action To recognise the importance of the senses in certain jobs.
Fox (Y2) Materials Uses of everyday materials	Objects and materials To recognise that objects are made from materials that suit their uses.	Which material is suitable? To recognise that objects are made from materials that suit their uses.	Stretch it, twist it, bend it, squash it! To recognise that the shape of some solid objects can be changed.	Testing stretchiness To compare the suitability of materials for particular uses.	Testing strength To recognise that the strength of some materials can be changed.	Eco-friendly materials To compare the suitability of materials for particular uses.
Badger (Y3) Materials Rocks and soils	Rocks: Appearance Knowledge To group rocks using their appearance. Working scientifically To observe the appearance of rocks closely, using a magnifying glass	Rocks: Physical Properties Knowledge To group rocks using their physical properties. Working scientifically To make predictions, suggest improvements and explain observations over time.	Fossil Formation Knowledge To recognise which materials cast a shadow. Working scientifically To ask testable questions and plan how to answer them.	Fossils and Palaeontology Knowledge To summarise how shadows change throughout the day. Working scientifically To evaluate a method.	Soil Formation Knowledge To investigate how the distance of the light source affects the size of its shadow. Working scientifically To find patterns in data and form conclusions.	Soil Layers and Earthworms Knowledge To tell a story using shadow puppets. Science in action To recall how different people work with light and shadows.

<p>Otter (Y4)</p> <p>Materials</p> <p>States of matter</p>	<p>Solids</p> <p>Knowledge To identify solids using their properties. Working scientifically To ask relevant questions about the properties of solids.</p>	<p>Liquids and gases</p> <p>Knowledge To identify liquids and gases using their properties. Working scientifically To use results to draw simple conclusions about the properties of liquids</p>	<p>Melting and freezing</p> <p>Knowledge To describe melting and freezing. Working scientifically To use thermometers to take accurate measurements before and after melting.</p>	<p>Condensing and evaporating</p> <p>Knowledge To describe condensing and evaporating. Working scientifically To make predictions for new values about evaporation rates.</p>	<p>The Water cycle</p> <p>Knowledge To describe the different stages of the water cycle. Working scientifically To record the stages of the water cycle using a labelled diagram.</p> <p>(Note the water cycle has been studied in Geography in year 3 Rivers unit)</p>	<p>Climate Change and the water cycle</p> <p>Knowledge To describe how temperature affects evaporation rates and the water cycle. Working scientifically To research climate change and the water cycle.</p>
<p>Robin (Y5)</p> <p>Forces, earth and space</p> <p>Earth and Space</p>	<p>Models of our Solar System</p> <p>To compare the contributions of Ptolemy, Alhazen and Copernicus to models of the Solar system.</p>	<p>Our Solar System</p> <p>To describe the movement and shapes of the celestial bodies in our Solar System.</p>	<p>The Moon</p> <p>To describe the movement of the Moon relative to the Earth.</p>	<p>Day and night</p> <p>To explain the causes of day and night and the seasons.</p>	<p>Time</p> <p>To devise a sundial to tell the time.</p>	<p>Satellites and space junk</p> <p>To describe some uses of satellites and the problems posed by space junk.</p>
<p>Deer (Y6)</p> <p>Living things and their habitats</p> <p>Evolution and Inheritance</p>	<p>Variation</p> <p>To analyse and explain why there are differences among species.</p>	<p>Inheritance</p> <p>To recognise the inheritance of characteristics in plants and animals.</p>	<p>Adaptations</p> <p>To explain why adaptation is necessary.</p>	<p>Modelling natural selection</p> <p>To model how natural selection affects population size.</p>	<p>Evolution</p> <p>To describe the theory of evolution.</p>	<p>Evidence for evolution</p> <p>To recognise evidence that can be used for evolution.</p>

