

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLAN TERM 3 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p style="text-align: center;">Hedgehog (Y1)</p> <p>Animals, including humans Sensitive Bodies</p>	<p>Body parts Knowledge To name parts of the human body. Working scientifically To sort body parts into groups.</p>	<p>The senses Knowledge To name the body parts used for each sense. Working scientifically To spot patterns in data.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p style="text-align: center;">Fox (Y2)</p> <p>Materials Uses of everyday materials</p>	<p>Objects and materials To recognise that objects are made from materials that suit their uses.</p>	<p>Which material is suitable? To recognise that objects are made from materials that suit their uses.</p>	<p>Stretch it, twist it, bend it, squash it! To recognise that the shape of some solid objects can be changed.</p>	<p>Testing stretchiness To compare the suitability of materials for particular uses.</p>	<p>Testing strength To recognise that the strength of some materials can be changed.</p>	<p>Eco-friendly materials To compare the suitability of materials for particular uses.</p>
<p style="text-align: center;">Badger (Y3)</p> <p>Materials Rocks and soils</p>	<p>Rocks: Appearance Knowledge To group rocks using their appearance. Working scientifically To observe the appearance of rocks closely, using a magnifying glass</p>	<p>Rocks: Physical Properties Knowledge To group rocks using their physical properties. Working scientifically To make predictions, suggest improvements and explain observations over time.</p>	<p>Fossil Formation Knowledge To recognise which materials cast a shadow. Working scientifically To ask testable questions and plan how to answer them.</p>	<p>Fossils and Palaeontology Knowledge To summarise how shadows change throughout the day. Working scientifically To evaluate a method.</p>	<p>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.</p>	<p>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>

<p>Otter (Y4)</p> <p>Materials</p> <p>States of matter</p>	<p>Solids</p> <p>Knowledge To identify solids using their properties.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>

