ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 3
2026 - 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	ROCKS					
LESSON OUTLINE	What Are Rocks?	Properties of Rocks	Weathering and Erosion	How Are Fossils Formed?	What Is Soil?	Investigating the Permeability of Soils
LEARNING OBJECTIVE	To identify and compare common rocks by their appearance.	To group rocks according to observable physical properties.	To explain how weathering changes rock over time.	To describe simply how fossils can form when organisms are trapped within rock.	To recognise that soils are made from rock and organic material.	To investigate and compare how water passes through different soils.
CURRICULUM LINKS	NC: comparing different rocks. WS: handle and observe safely.	NC: grouping rocks by appearance and physical properties. WS: classify using tests.	NC: understanding changes to rocks; enrichment. WS: research and model.	NC: describing fossil formation. WS: use simple models.	NC: recognising soil composition. WS: compare soil samples.	NC: making comparisons of soil and rock properties. WS: fair test, measure and conclude.
KEY KNOWLEDGE	• Rocks have different appearances and physical properties. • Weathering can gradually break down rocks. • Fossils are remains or traces of living things preserved in rock. • Soil contains rock particles and organic matter. • Soils vary in how quickly water passes through them.					

ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 3
2026 - 2027

AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	ANIMALS, INCLUDING HUMANS					
LESSON OUTLINE	Eating a Balanced Diet	Comparing Food Labels	The Human Skeleton	Types of Skeleton	Animals and Their Skeletons	Muscles
LEARNING OBJECTIVE	To identify the main food groups and explain balanced nutrition.	To compare information on food labels to make informed choices.	To identify the main bones of the skeleton and explain support and protection.	To compare endoskeletons, exoskeletons and hydrostatic skeletons.	To recognise differences and similarities between animal skeletons.	To explain how muscles work with bones to enable movement.
CURRICULUM LINKS	NC: animals including humans need varied nutrition. WS: group foods.	NC: animals including humans need appropriate nutrition. WS: interpret real labels.	NC: human skeleton for support and protection. WS: label a diagram.	NC: skeletons for support, protection and movement. WS: observe and compare.	NC: similarities in animal skeletons. WS: classify skeleton types.	NC: muscles and skeletons enabling movement. WS: demonstrate with a model.
KEY KNOWLEDGE	• Animals, including humans, obtain nutrition from food. • A varied diet provides the nutrients our bodies need. • The skeleton helps support and protect the body. • Some animals have internal skeletons while others have external structures. • Muscles help the body move by contracting and relaxing.					

ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 3
2026 - 2027

SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	FORCES AND MAGNETS					
LESSON OUTLINE	Pushes and Pulls	Exploring Surfaces	Testing Surfaces	Magnetic Materials	Magnet Strength Investigation	Magnetic Poles
LEARNING OBJECTIVE	To describe pushes and pulls and explain how forces can change movement.	To investigate how different surfaces affect an object's motion.	To carry out a fair test to compare friction on selected surfaces.	To identify which materials are attracted to a magnet.	To compare the strength of magnets using a repeatable test.	To describe magnetic poles and investigate attraction and repulsion.
CURRICULUM LINKS	NC: forces and contact between objects. WS: observe movement.	NC: how objects move on different surfaces. WS: compare surfaces.	NC: comparing movement on different surfaces. WS: plan fair test, measure.	NC: noticing magnetic forces; identifying magnetic materials. WS: classify and test.	NC: comparing and grouping magnetic objects. WS: repeat measures.	NC: magnets have two poles; attraction and repulsion. WS: predict and observe.
KEY KNOWLEDGE	• Forces are pushes and pulls that may change speed or direction. • Friction occurs when surfaces move against one another. • Magnetic forces can act without direct contact. • Not all metals are magnetic. • Magnets have north and south poles; like poles repel and opposite poles attract.					

ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 3
2026 - 2027

SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	PLANTS					
LESSON OUTLINE	Seeds and Seedlings	Roots and Shoots	Leaves and Light	Flowers and Fruit	Pollination and Seed Formation	Presenting Plants
LEARNING OBJECTIVE	To identify stages of growth in flowering plants from seeds.	To explain how roots and stems help plants take in water and nutrients.	To investigate light and other conditions plants need for growth.	To identify the functions of flowers and fruits in flowering plants.	To describe pollination and how seeds are formed and dispersed.	To draw together evidence explaining the functions of plant parts and life cycles.
CURRICULUM LINKS	NC: identifying requirements for plant life and growth. WS: observe growth.	NC: functions of roots, stems and other plant parts. WS: investigate plant parts.	NC: requirements for plant growth; leaves and light. WS: compare growing conditions.	NC: functions of flowers in life cycles. WS: dissect and label safely.	NC: exploring the role of flowers in pollination and seed formation. WS: model and sequence.	NC: describing plant functions and the life cycle of flowering plants. WS: report observations.
KEY KNOWLEDGE	• Roots absorb water and mineral nutrients and anchor plants. • Plants need air, light, water, nutrients and space to grow; stems help support leaves and flowers. • Leaves use light to help plants make food. • Flowers play a role in reproduction, including pollination and seed formation. • Seeds can disperse and grow into new plants.					

ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 3
2026 - 2027

SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	LIGHT					
LESSON OUTLINE	Light and Dark	Light and Materials	Marvellous Mirrors	Sun Safety	Spotting Shadows	Changing Shadows
LEARNING OBJECTIVE	To explain that we need light to see and that darkness is the absence of light.	To compare materials by how much light passes through them.	To recognise reflection of light from mirrors and other surfaces.	To recognise risks from sunlight and explain ways to protect the eyes.	To explain how shadows form when light is blocked by an opaque object.	To investigate patterns in shadow size when distances change.
CURRICULUM LINKS	NC: needing light to see; darkness as absence of light. WS: make simple observations.	NC: recognising that light interacts with materials. WS: compare and classify.	NC: noticing light reflected from surfaces. WS: investigate reflections.	NC: recognising sunlight risks and eye protection. WS: research and explain.	NC: recognising shadows formed by blocked light. WS: model shadow formation.	NC: finding patterns in how shadow size changes. WS: fair test and measure.
KEY KNOWLEDGE	• Light is required for us to see objects. • Smooth shiny surfaces such as mirrors reflect light. • The Sun is a light source and direct sunlight can damage eyes. • Opaque objects can block light to create shadows. • Shadow size and shape can change with the position of a light source and object.					

ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 3
2026 - 2027

SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	BIODIVERSITY: BIRDS · TWINKL ENRICHMENT					
LESSON OUTLINE	Bird Spotting	Human Impact on Bird Habitats	Enriching Environments	Migration	Impact of Enriching Environments	School extension: Bird Survey and Review
LEARNING OBJECTIVE	To identify local birds using their observable features.	To explain how human activities can change the habitats birds depend on.	To suggest ways a local environment could support more bird species.	To describe why some birds migrate and how conditions affect their journeys.	To collect observations and evaluate how habitat improvements may benefit birds.	To conduct a school bird count, present results and review ways to help local wildlife.
CURRICULUM LINKS	NC link: identifying and comparing living things; enrichment. WS: observe and identify.	NC link: habitats and environmental change; enrichment. WS: research human impact.	NC link: applying knowledge of habitats. WS: plan improvement.	NC link: seasonal patterns and living things; enrichment. WS: interpret seasonal patterns.	NC link: investigation of habitat changes. WS: compare evidence.	NC link: school-designed enquiry consolidating habitats and scientific observation. WS: count, graph and reflect.
KEY KNOWLEDGE	• Birds have feathers, beaks and wings, though species vary considerably. • Birds need food, water, shelter and suitable nesting sites. • Human changes can improve or damage bird habitats. • Some species migrate seasonally. • Surveys provide evidence for environmental decisions.					

PLANNING NOTE Summer 2 Biodiversity – Birds has five listed Twinkl lessons; Week 6 is a clearly labelled school-developed bird survey and assessment. Objectives and curriculum links are school-adapted.