



## BISHOPSWOOD SCHOOLS FEDERATION LONG TERM PLANNING: Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Ourselves 3 hours	Celebration 3 hours	Pick and Mix 3 hours	Brilliant Books 6 hours	Spring has sprung 6 hours	Animals 6 hours
Activity/ task	<b>Bodies and Senses:</b> Go on a blindfolded sensory walk. How could you survive without sight? Can we fool our senses? Place items into a container, children smell and guess what it is. Can we taste a yellow skittle?	<b>Working scientifically:</b> Outdoor learning- look for similarities and differences between different bugs/birds. Survey how many animals have four limbs/legs? What if they didn't have four legs/a tail/ wings? <b>(link to SUMMER 2)</b>	<b>Science week experimenting:</b> Skittle investigation- What is happening to the skittles, where does the colour go?  What happens when.....  Perform simple tests	<b>Prepare for spring:</b> Go around the school grounds with a tree chart , what trees/plants do we have?  Longitudinal study- how does the tree change?	<b>Egg and chick hatching:</b> Create a diary log of the egg hatching. Tell a story of an egg being found and something being hatched.	<b>Animals:</b> Outdoor learning- look for similarities and differences between different bugs/birds. Survey how many animals have four limbs/legs? What if they didn't have four legs/a tail/ wings? <b>(link to Autumn 2)</b>
Objective/skill	<b>Animals including Humans:</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	<b>Working scientifically:</b> asking simple questions and recognising that they can be answered in different ways	<b>Working scientifically:</b> observing closely, using simple equipment using their observations and ideas to suggest answers to questions	<b>Plants:</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	<b>Animals including Humans:</b> notice that animals, including humans, have offspring which grow into adults	<b>Animals including Humans:</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Year 1	Does a toy... 9 hours	Where do all the leaves go... 6 hours	Who is King or Queen? 6 hours	Where do the wheels on the bus go? 9 hours	Which birds and plants 6 hours	Why doesn't a Meerkat live in .. 6 hours
Activity/ task	<b>Materials for toys:</b> What materials can you find around the school? Slow reveal What is the best material to make....?	<b>Longitudinal study-</b> diary of different seasons	<b>Senses for the Queen:</b> Taste test for the Queen, Do we all agree on sweetness (exotic fruits) How can we help to make the Queen live even longer?	<b>Plants:</b> Watercress, find the best conditions to grow watercress  Do plants always need soil to grow?	<b>Trees and birds</b> :School grounds walk, record animals and plants found. How can we organise them for Mr Golding?	<b>Habitats:</b> Create a made up animal, where could it live? Link to Bog baby? Importance of a habitat

Objective/skill	<b>Materials:</b> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties	<b>Seasonal Changes:</b> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies	<b>Animals including Humans:</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	<b>Working scientifically:</b> observing closely, using simple equipment using their observations and ideas to suggest answers to questions <b>Animals including Humans:</b> Find out about and describe the needs of living things for survival <b>Plants:</b> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<b>Animals including Humans:</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <b>Plants:</b> identify and describe the basic structure of a variety of common flowering plants, including trees	<b>Living things and their habitats:</b> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
<b>Year 2</b>	<b>What happened in the Great Fire Of London? 7 hours</b>	<b>Why did the Titanic sink? 6 hours</b>	<b>Why was Neil Armstrong a very brave person? 6 hours</b>	<b>Where would you prefer to live: England or Perth? 8 hours</b>	<b>Why do we love to be beside the seaside? 6 hours</b>	<b>How can you be the next Masterchef? 6 hours</b>
Activity/ task	<b>Materials:</b> Repunzel is in the tower, The prince wants to rescue her but he needs to make a rope, All he has is a box of tights. Which material is best for....? (link to 3 little pgs)	<b>Animal needs:</b> Create a food chain using outdoor resources- link to outdoor learning. <b>Have dinosaurs really been alive?</b>	<b>Habitats , describe habitats to animals:</b> Bog baby link (check year 1)	<b>Forces:</b> Skateboarder, cyclist, runner and rollerblade, what is the best surface for them to win the race?  Push one or two people on a bike  Does weight slow down a vehicle?  Make catapults	<b>Plants:</b> Do bigger seeds produce larger plants?	<b>Humans:</b> Construct a timeline, bring in photos of when they were young to now. Compare the changes.
Objective/skill	<b>Materials:</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,	<b>Living things and their habitats:</b> Explore and compare the differences between things that are living,	<b>Living things and their habitats:</b> identify that most living things live in habitats to which they are suited	<b>Forces:</b> Compare how things move on different surfaces What if...	<b>Plants:</b> observe and describe how seeds and bulbs grow into mature plants find out and describe	<b>Animals including Humans:</b> notice that animals, including humans, have offspring which grow into adults

	<p>glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>dead, and things that have never been alive</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p><b>SEE KEY IDEAS:</b> Bigger pushes and pulls have bigger effects</p> <p>Can go onto magnets?</p> <p><b>Working scientifically:</b></p> <p>Performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions</p>	<p>how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
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