



# Churchside Federation Long Term Planning

## Subject: Science (Gooderstone)



Year Group	Journeys	This is me	Night at the Museum	Changes	Kings and Queens	Passport to the world
<b>Year One</b>	<b>Plants Working scientifically</b>	<b>Animals</b> – identify name, draw and label human body/senses	<b>Animals-</b> identify common animals <b>Working scientifically</b>	<b>Everyday materials:</b> identify and name a variety of materials <b>Working scientifically</b>	<b>Everyday materials:</b> Describe the simple physical properties of a variety of everyday materials  <b>Working scientifically</b>	<b>Plants Working scientifically</b>
<b>Year Two</b>	<b>Plants Working scientifically</b>	<b>Habitats Offspring Healthy Eating Working scientifically</b>	<b>Animals-</b> Basic needs of animals <b>Working scientifically</b>	<b>Everyday materials:</b> Physical properties of everyday materials <b>Working scientifically</b>	<b>Everyday materials:</b> Compare and group together a variety of materials on the basis of their simple physical properties <b>Working scientifically</b>	<b>Plants Working scientifically</b>
<b>Year Three &amp; four</b>	<b>Animals including humans</b> – skeleton and muscles for support, protection and movement. (Y3) <b>Standalone week – forces and magnets.</b> How things move on different surfaces (the moon). Look at planets and their properties –	<b>Animals including humans -</b> digestive system, teeth, food chains. (Y4) Nutrition and food (Y3). What are our favourite foods? How does food help us to grow and live healthily?	<b>Light</b> – How are museum exhibits lit? Shadow puppets – shadows are formed when light is blocked by a solid object, find patterns in the way shadows change. How light travels. Recognise that dark is the absence of light. Recognise that light is reflected from surfaces. Recognise that light	<b>Rocks</b> – How rocks change – local study of rocks in our area. Compare and group rocks. Fossil formation. Recognise that soil is made from different types of rock/organic matter. Take soil samples from a local walk. Trip to beach – process of	<b>Working scientifically</b> – asking relevant questions, setting up simple experiments, fair tests, gathering, observing and recording. Using results to draw simple conclusions.	<b>All Living Things</b> – Classifying animals in their local and wider environment. Exotic animals. Environmental changes across the world. <b>Plants</b> – building shelters for different types of animals and habitats. Identify different parts of plants around the world, requirements, seed dispersal.



# Churchside Federation Long Term Planning

## Subject: Science (Gooderstone)



	what are the surfaces like?		from the sun is dangerous.	rocks becoming sand		
<b>Year five And Six</b>	<b>Space Animals including Humans</b>	<b>Evolution and inheritance</b>	<b>Electricity</b>	<b>Light  Properties and changes of materials</b>	<b>Properties and changes of materials  Working Scientifically</b>	<b>Living things and their habitats</b>

- **Cross curricular days planned in each classroom following CPD with the SAW project.**

**Events:**

**21/9/20: Recycle Week**

**28/9/20: Healthy eating week**

**4/10/20: World space week**

**13/10/20: Ada Lovelace day**

**5/3/21: British science week**

**22/4/21: Earth Day**

**5/6/21: World environment day.**