

Science long-term plan 2021 / 2022.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Birkrigg Reception</b>	<p>Ourselves</p> <p>Planting beans and seeds, observing vegetables</p> <p>Autumn</p>	<p>Seasons – weather associated with the seasons</p> <p>Day length</p> <p>Planting bulbs</p> <p>Light and dark</p> <p>Shadows</p> <p>Describe and compare animal structures, colour and camouflage, hibernation</p>	<p>Bubbles</p> <p>Changes – ice and cold places</p> <p>Ice painting</p> <p>Ice cube investigation</p> <p>Winter</p>	<p>Dinosaurs topic - Carnivores, omnivores and herbivores.</p> <p>Plants</p> <p>Growth</p> <p>Tadpoles/chicks</p> <p>Spring</p>	<p>identifying materials in the environment</p> <p>Describe simple properties</p> <p>Compare and group</p> <p>Water floating and sinking</p>	<p>Summer Investigations linked to holidays topic</p>
<b>Hoad Y1/Y2</b>	<p>Seasonal Changes</p> <p>What is Autumn</p> <p>Senses</p>	<p><u>Plants:</u></p> <p>Flowering plants focus on bulbs</p> <p>What is Winter?</p> <p>Set up scientific investigations and recording</p>	<p><u>Everyday materials</u></p> <p>Exploring everyday materials and their properties</p> <p>How materials can be changed by squashing, bending, twisting etc</p>	<p><u>Adults (including humans):</u></p> <p>What is Spring</p> <p>Life cycles</p> <p>Adults and their offspring</p>	<p><u>Animals (including humans):</u></p> <p>Microhabitats</p> <p>simple food chains</p>	<p><u>Animals (including humans):</u></p> <p>What is Summer</p> <p>Healthy eating and healthy living</p>

Newlands Y3/4	<u>Rocks</u> <u>Working scientifically</u> Compare and group different types of rocks based on appearance and physical properties. How fossils are formed Recognise that soils are made from rocks and organic matter. Properties and materials linked to purposes Stone Age and Iron Age	<u>Sound</u> Identify how sounds are made Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it.	<u>Light</u> Recognise that we need light in order to see Light is reflected Light from the sun can be dangerous Know how shadows are formed.	<u>Living things and their habitats.</u> Living things can be grouped in a variety of ways Explore and use classification Food chains –producers predators and prey Local habitat visits – Hoad, Gill Banks, Ford Park and Walney.		
Springfield Y5/6	<u>Properties and changes of materials</u> <u>Reversible and irreversible changes</u> <u>Working scientifically</u>	<u>Living things and their habitats</u> Plant and animal Life cycles (not including mammals)	<u>Forces</u> <u>Friction</u> <u>Air and water resistance</u>	<u>Earth and space</u> <u>Understanding</u> <u>day, night,</u> <u>months and years</u>	<u>Animals including humans</u> Human and mammal life cycles	