

Greenfields Academy (Primary) - Long Term Planning – SCIENCE FRAMEWORK

Academic Year Overview 2020/21 – Primary 1

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	Scientists and Inventors		Animals (including humans)		The Environment	
	Skills to be developed across all topics: <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments					
Weekly Sequence	KEY: C = Coverage N = New Learning R = Recall of prior learning A = Assessment SC – Taught during COVID19 school closure					
1	Staff Training	C - Scientists and Inventors N – To describe what Inge Lehmann discovered about the Earth's core	C – Animals (incl humans) N – To know that animals, incl humans, have offspring which grow into adults. N – To identify and classify, by matching animals to their babies.	C – Animals (incl humans) N – To know the basic needs of animals and humans (air, food water). N – To research the specific needs of a chosen animal/pet.	C – The Environment N – To gain a basic understanding of the causes and effects of climate change.	C – The Environment N – To understand threats to the rainforest/ N – To know the importance of protecting the rainforests.
2	Staff Training	C - Scientists and Inventors R – To describe what Inge Lehmann discovered about the Earth's core	C – Animals (incl humans) R – To identify and classify, by matching animals to their babies.	C – Animals (incl humans) R – To research the specific needs of a chosen animal/pet.	C – The Environment R – To gain a basic understanding of the causes and effects of climate change N – To measure and record the rate of ice melting.	C – The Environment N – To understand the effects of water. N – To understand the impact of water shortages in different areas of the world.
3	C - Scientists and Inventors	SC - Scientists and Inventors	C – Animals (incl humans) N – To describe how animals change as they grow.	C – Animals (incl humans) N – To explore the different food groups.	C – The Environment N – To gain a basic understanding of recycling.	C – The Environment N – To investigate how much water can be saved by

	N - To find out about the way new plants arrived in our country.	R – To describe what Inge Lehmann discovered about the Earth's core		N – To identify healthy and unhealthy foods, and their effects on the body. N – To suggest ways to improve my diet.	N- To know which materials can be recycled.	turning off the tap during hand washing. N – To record findings.
4	C - Scientists and Inventors N – To explain how Marie Curie's work on x-rays helps us identify bones.	SC - Scientists and Inventors R – To describe what Inge Lehmann discovered about the Earth's core	C – Animals (incl humans) N – To describe how humans change as they grow.	C – Animals (incl humans) N – To know the importance of exercise. N – To know the effects of exercise on the body.	C – The Environment N – To sort litter into recycling groups based on their materials. N – To suggest ways to reduce waste and recycle.	C – The Environment N – To understand the concept of extinction. N – To research chosen endangered animals.
5	C - Scientists and Inventors R – To research how William Roentgen discovered X-Rays.	C - Scientists and Inventors N - To explore how electromagnets attract some materials.	C – Animals (incl humans) N – To carry out a scientific enquiry – Do humans get faster as they get older?	C – Animals (incl humans) N – To know how and why I need to keep myself clean.	C – The Environment N – To understand the importance of reducing human energy usage.	C – The Environment A – To create a persuasive resource to encourage others to protect endangered species.
6	C - Scientists and Inventors N – To explain how George Washington Carver helped farmers to grow crops.	C - Scientists and Inventors R - To explore how electromagnets attract some materials.	C – Animals (incl humans) A – To record and present the findings of my scientific enquiry.		C – The Environment N – To carry out surveys. N – To think of ways to persuade others to use less energy.	Enrichment and Transitions
7	C - Scientists and Inventors A – Pupils to choose one scientist to complete a short presentation/poster for.	Enrichment				