

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

Academic Year Overview 2021/22 – Primary 1

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	Rocks		Plants		Light	
	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					
1	C - Rocks N – To compare different types of rocks.	C - Rocks N – To explain Mary Anning’s contribution to palaeontology.	C - Plants N – To name the different parts of flowering plants and explain their jobs.	C – Plants N - To name the different parts of a flower and explain their role in pollination and fertilisation.	C - Light N – To recognise that I need light to see things, and that dark is the absence of light.	C - Light N – To investigate which materials block light to form shadows.
2	C - Rocks N – To group rocks based on their properties.	C - Rocks R – To explain Mary Anning’s contribution to palaeontology.	C - Plants N – To set up an investigation to find out what plants need to grow well.	C – Plants R - To name the different parts of a flower and explain their role in pollination and fertilisation.	C - Light N – To investigate which surfaces reflect light.	C - Light A – To investigate which materials block light to form shadows.
3	C - Rocks R– To group rocks based on their properties.	C – Rocks N – To explain how soil is formed.	C - Plants R – To set up an investigation to find out what plants need to grow well.	C – Plants N - understand and order the stages of the life cycle of a flowering plant.	C - Light R -To know which surfaces reflect light.	C - Light N – To find patterns when investigating how shadows change size.

					N – To use a mirror to reflect light and explain how mirrors work.	
4	C - Rocks N – To be able to explain how fossils are formed	C – Rocks N – To carry out a scientific enquiry and make careful observations.	C - Plants R – I can record and present my findings using scientific vocabulary	C – Plants R - understand and order the stages of the life cycle of a flowering plant.	C - Light R – To use a mirror to reflect light and explain how mirrors work.	C - Light R – To find patterns when investigating how shadows change size.
5	C - Rocks R – To be able to explain how fossils are formed.	C – Rocks R – To carry out a scientific enquiry and make careful observations.	C - Plants N - investigate how water is transported in plants	C – Plants N – To create an information leaflet/poster demonstrating unit understanding.	C – Light N – To understand that light from the sun can be dangerous and that there are ways we can protect our eyes.	Enrichment and Transitions
6	C - Rocks N – To create my own 'fossil'.	C - Rocks A – To present findings using scientific vocabulary.	C - Plants R - investigate how water is transported in plants	C – Plants A – To create an information leaflet/poster demonstrating unit understanding.	C – Light R – To understand that light from the sun can be dangerous and that there are ways we can protect our eyes.	Enrichment and Transitions

