

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

Academic Year Overview 2020/21 – Primary 2

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	Scientists and Inventors		Forces and Magnets		Earth and Space	
	<p>Skills to be developed across all topics:</p> <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	<p>KEY: C = Coverage N = New Learning R = Recall of prior learning A = Assessment SC – Taught during COVID19 school closure</p>					
1	Staff Training	<p>C - Scientists and Inventors N – To explore the sizes, surfaces and orbits of planets in our solar system.</p>	<p>C – Forces and Magnets N – To identify push and pull forces acting on different objects.</p>	<p>C – Forces and Magnets N – To explore magnetic poles. N – To observe how magnets repel or attract each other. A – Create a magnet game/magnet treasure hunt.</p>	<p>C – Earth and Space N – To explain why we know the Sun, Earth and Moon are spherical. N - To discuss how scientific evidence has been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view.</p>	<p>C – Earth and Space N – To explain day and night and the apparent movement of the sun across the sky.</p>
2	Staff Training	<p>C - Scientists and Inventors R – To explore the sizes, surfaces and orbits of planets in our solar system. N – To introduce the dwarf planet; Pluto, Erris and Cerise.</p>	<p>C – Forces and Magnets N – To compare how things move on different surfaces. N – To investigate the speed of a toy car on different surfaces.</p>	<p>C – Forces N – To explore the effect gravity has on objects and how gravity was discovered.</p>	<p>C – Earth and Space R – To explain why we know the Sun, Earth and Moon are spherical. R - To discuss how scientific evidence has been used to support or refute ideas or</p>	<p>C – Earth and Space N – To investigate night and day in different parts of the Earth. R – To report and present findings from enquiries.</p>

					arguments in the context of how ideas changed from a flat earth view.	
3	C - Scientists and Inventors N - To describe the life and work of David Attenborough	SC - Scientists and Inventors N – To describe Eva Crane and her work with bees.	C – Forces and Magnets N – To investigate the speed of a toy car on different surfaces. R – To present my findings.	C – Forces N – To investigate the effects of air resistance.	C – Earth and Space N - To name and describe features of the planets in our solar system. N - To order the planets in our solar system	C – Earth and Space N – To investigate night and day in different parts of the Earth. R – To report and present findings from enquiries.
4	C - Scientists and Inventors R - To describe the life and work of David Attenborough.	SC - Scientists and Inventors R – To describe Eva Crane and her work with bees.	C – Forces and Magnets N – To sort magnetic and nonmagnetic materials. N – To understand that some magnets can be stronger and therefore work over a greater distance.	C – Forces N - To explore the effects of water resistance.	C – Earth and Space N – explain how planets move in our solar system. R – To identify scientific evidence which does or does not provide evidence for an idea or argument.	C – Earth and Space N – To explain the movement of the Moon.
5	C - Scientists and Inventors N – To describe how evidence is used to solve crimes	C - Scientists and Inventors N - To use my results to make new predictions (in the context of Leonardo Da Vinci)	C – Forces and Magnets N – To investigate the strength of different magnets.	C – Forces N - To investigate the effects of friction. A – To present my findings appropriately.	C – Earth and Space N – To develop a scientific information pack about a chosen planet.	C – Earth and Space A – Could we live on the moon?
6	C - Scientists and Inventors R – To describe how evidence is used to solve crimes	C - Scientists and Inventors R - To use my results to make new predictions (in the context of Leonardo Da Vinci)	C – Forces and Magnets N – To investigate the strength of different magnets. R – To present my findings.		C – Earth and Space R – To develop a scientific information pack about a chosen planet.	Enrichment
7	C - Scientists and Inventors N – To identify evidence that supports or refutes scientific theories about Stonehenge.	Enrichment				