

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

Academic Year Overview 2021/22 – Primary 2

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
	States of Matter		Sound		Animals incl Humans	
	<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 recognizing 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</p>					
1	<p>C – States of Matter N – To sort materials into solids, liquids and gases. N – To describe the properties of solids, liquids and gases.</p>	<p>C – States of Matter R – To identify the different stages in the water cycle.</p>	<p>C – Sound N – To explain and describe sound sources. N – To identify how some sounds are made (vibrations).</p>	<p>C – Sound N – To explain and investigate why some materials absorb sound. N – To explain that sound travels differently through different materials.</p>	<p>C – Animals (including humans) N – To identify and describe the parts of the human digestive system. N – To explain the simple functions of the parts of a human digestive system.</p>	<p>C – Animals (including humans) N – To describe the stages of human development.</p>
2	<p>C – States of Matter N – To explain the behaviour of particles in solids, liquids and gases.</p>	<p>C – States of Matter R – To identify the different stages in the water cycle.</p>	<p>C – Sound N – To explain how different sounds travel. N – To find patterns between the volume of a sound and</p>	<p>C – Sound N – To explain why sound travels better through solids than liquids and gases.</p>	<p>C – Animals (including humans) R – To identify and describe the parts of the human digestive system.</p>	<p>C – Animals (including humans) N – To explain how babies grow and develop. N – To present data.</p>

		N – To investigate and explain how temperature can speed up evaporation.	the strength of vibrations produced.		R – To explain the simple functions of the parts of a human digestive system. N – To use scientific vocabulary to answer questions about the human digestive system.	
3	C – States of Matter R – To describe the properties of solids, liquids and gases, including the behaviour of particles. N – To plan an investigation to find the melting and freezing point water. N – To predict what will happen in an investigation.	C – States of Matter R – To can investigate and explain how temperature can speed up evaporation.	C – Sound N – To explore ways to change the pitch of a sounds. N – To plan a fair investigation and records my results.	C – Sound N – To design a sound proofing system for my classroom, and explain my ideas using scientific vocabulary.	C – Animals (including humans) N – To identify the different types of teeth and their functions. N – To compare human and animals teeth.	C – Animals (including humans) N – To describe and explain the main changes that occur during puberty. N – To identify the changes that take place in old age.
4	C – States of Matter N – To explore and explain that heading causes melting and cooling causes freezes. N – To explore and record the melting and freezing point of water.	C – States of Matter N – To use scientific language to present my findings.	C – Sound R – To plan a fair investigation and records my results. N – To make observations and conclusions.	C – Sound N – To design and make a musical instrument. N – To be able to explain how my instrument makes sounds using scientific vocabulary.	C – Animals (including humans) N – To investigate and explain tooth decay. N – To plan a reliable and fair test. N – To make informed predictions.	C – Animals (including humans) N – To research the gestation periods of different animals.
5	C – States of Matter N – To make observation and conclusions and present my findings.	C – States of Matter A – To use the water cycle to explain why the water we have on Earth today is the same water that has been here for millions of years.	C – Sound N – To explore how sounds change over distance by making string telephones.	C – Sound R – To design and make a musical instrument. R – To be able to explain how my instrument makes sounds using scientific vocabulary.	C – Animals (including humans) R – To investigate and explain tooth decay. N – To make observations and conclusions and record my findings.	C – Animals (including humans) A – To record complex data using graphs and models (in the context of the gestation period of animals).
6	C – States of Matter N – To identify the different stages in the water cycle.	Enrichment	C – Sound R – To explore how sounds change over distance by making string telephones.	C – Sound A – To design and make a musical instrument. A – To be able to explain how my instrument makes sounds using scientific vocabulary.	C – Animals (including humans) N – To construct and interpret food chains.	Enrichment and Transitions