



KNES Primary School Course Outline Year 1 Term 2

Science Term Overview

The main resource for studying Science this school year will be from the Ginn New Star Science series.

Growing Plants

In this unit children will find out about the variety of plants around them. They learn that plants are living things that grow and change and that they are useful to us.

The scientific purpose for this unit is to focus on the following:

- Testing ideas
- Making and recording observations
- Using results to communicate what happened and draw conclusions.

Work in this unit offers opportunities for children to discuss and explore how to grow plants and how they can be part of this process, how to identify a plant, why it is a plant and what the plants needs to grow. Also the children will be discussing facts related to their own knowledge surrounding this area.

There are also opportunities to develop basic skills in Art and ICT for Year 1 pupils

Light and Dark

This unit will introduce the children to the differences between light and dark. They will learn that we need a light source to see things and that darkness is the absence of light as we cannot see in the dark. They will learn that the sun is a powerful light source.

The scientific purpose for this unit is to focus on the following:

- Making relevant observations and comparisons.
- Identifying questions that can be answered by trying them out.

- Saying whether what happened was expected.
- Recognising cause and effect.
- Recognising and avoiding hazards and risks.

Work in this unit offers opportunities for children to discuss and explore the concepts of darkness and properties of light. Also the children will be discussing facts related to their own knowledge surrounding this area.

There are also opportunities to develop basic skills in Art and ICT for Year 1 pupils

Class Rules:

Students, please remember:

- If you are absent, it is your responsibility to get your homework assignment from a classmate and submit it when you return.
- Homework left at home will be considered as not being done.
- If you miss a test or deadline on an assignment, you will receive 0% unless you can provide a letter from a medical doctor to show you were not able to attend.
- It is your responsibility to come to class with the necessary books and other items- they are of no value to you sitting at home.
- You are to use washrooms before school and during scheduled breaks. You are not to be asking to leave class to use the washroom except in 'emergencies' which should not occur often.
- When you hear the bell at the start of the day or at breaktime, line up immediately.
- Be sure to buy food in the cafeteria before the last minutes of your break; you cannot bring the food and/or drink into class.

Unit Outline Science Growing Plants

Week	Task/Topic/Area	Learning Outcome. Students will be able to:-
1	All Kinds of Plants – local community. Where Plants Grow School Plan	<ul style="list-style-type: none"> Identify different types and variety of plants growing outside in their local area. Identify the types of plants growing in different locations around the school. Discuss reasons why plants do not grow in certain places.
2	Be Careful Looking after plants	<ul style="list-style-type: none"> Discuss how plants should be treated and describe ways in which they are important to us. List facts and explain why it is important to look after plants.
3	Plant Parts Describing plants Eating Plants	<ul style="list-style-type: none"> Identify parts of the plant on different plants. Use the correct terms to describe the parts of a plant. Identify edible plants.
4	Growing Beans (ICT linked) Do a test Light Test	<ul style="list-style-type: none"> Design and keep a diary of the bean plant's growth and make detailed observations. Record observations in a table and use results to draw a conclusion. Conduct a test about what plants need to grow, record observations in a table and draw a conclusion.
5	Living Plants Poem and summary (ICT Linked)	<ul style="list-style-type: none"> Can sort real plants from artificial plants. read and write a poem about growing plants.
6	Do you like the dark? Sources of light	<ul style="list-style-type: none"> Describe experiences and differences between light and dark. Recognise why they can't see in the dark.
7	Which is the brighter light? Comparing light sources Castle Dungeons	<ul style="list-style-type: none"> describe light sources. discuss why some light sources are brighter than others discuss why light sources show up best at night.
8	Make a black box The cloudy day	<ul style="list-style-type: none"> identify that we need light sources to see. Discuss why objects cannot be seen in the dark without a light source. State why the sun is the earth's major light source.
9	Sunset Wear something shiny at night	<ul style="list-style-type: none"> discuss facts surrounding why it is dangerous to look at the sun. identify and discuss what shiny objects need a light source if they are to shine.
10	Test your	<ul style="list-style-type: none"> explain which reflections are best at reflecting most light.

	reflections Safe in the dark Night and day pictures	<ul style="list-style-type: none">• illustrate the differences between day and night• draw contrasts between night and day.
11	Light long ago (ICT Linked) Poem and summary	<ul style="list-style-type: none">• discuss and share knowledge about light sources that were used before electricity was discovered.• design and write a poem about Bonfire Night and also discuss knowledge gained from the unit.

Term Assessment Table for Science

	<u>Description</u>	<u>Percentage</u>
<u>Assessment 1.</u>	Diary of a Bean Plant (Rubric to follow)	20%
<u>Assessment 2.</u>	Conduct an light test (Rubric to follow)	20%
<u>Assessment 3.</u>	Making a black box (Rubric to follow)	20%
<u>Assessment 4.</u>	Night and Day pictures/ Poster (Rubric to follow)	20%
<u>Assessment 5.</u>	Poem on growing plants & Light and dark (summary of units) (Rubric to follow)	20%