**Primary 6 Science Curriculum**

|  |  |  |
| --- | --- | --- |
| Experiences and outcomes for pupils. National guidelines. | Detail | Significant aspects of learning and *learner statements* |
| SCN 2-11b | By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. | Forces, Electricity & Waves Light, reflection, shadow formation and colour mixing.  |
| SCN 2-07a | By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. | Forces, Electricity & Waves Friction as a force and its effect on moving objects; Air resistance  |
| SCN 2-04a | By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. | Planet Earth Energy conversions and conservation Reduction of energy transferred to the environment as heat.  |
| SCN 2-04b | Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. | Planet Earth Non-renewable and sustainable energy sources and their use in Scotland today and in the future  |
| SCN 2-15a | By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. | Materials Substances can change and such changes alter their characteristics.  |
| SCN 2-16a | I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. | Materials Substances can be pure or mixtures. Separating mixtures of substances; common everyday examples  |
| SCN 2-16b | By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me. | Materials Conditions which affect how much of a substance dissolves or the speed with which it dissolves.  |
| SCN 2-19a | I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. | Materials Chemical reactions; reactions in which a change takes place and different materials are formed.  |