

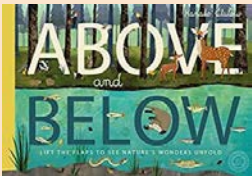
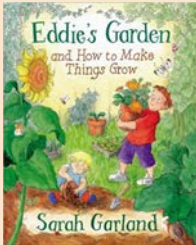
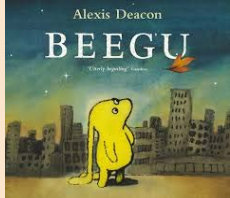
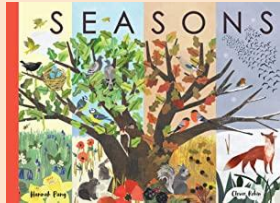
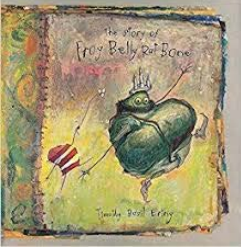

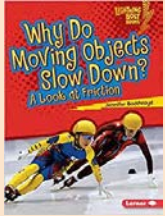
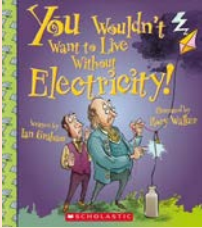
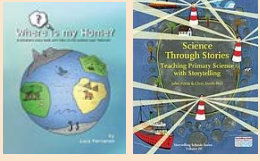

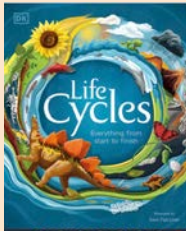

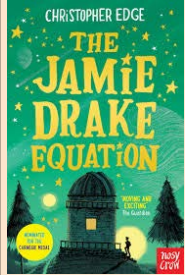
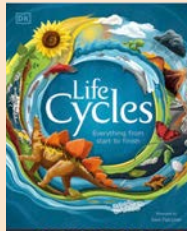



Science North Elmham Narrative 2022-2023

| Class | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------|------------|---|--|---|---|--|--|
| Sheep YR, 1 & 2 | Knowledge | <p><i>Animals including humans (humans)</i></p> <p>Senses, body Linked to RE - senses</p>  | <p><i>Plants</i></p> <p><i>Deciduous and evergreen trees</i></p> <p>Identify and name a variety of common plants</p>  | <p><i>Animals Including Humans</i></p> <p>Compare body parts, looking at animals and humans. Identify and name a variety of common animals</p>  | <p><i>Plants</i></p> <p>Identify and describe the basic structure of a variety of common plants</p>  | <p><i>Everyday Materials</i></p> <p>What does the word material mean?</p>  | <p><i>Seasonal Changes</i></p> <p>Observe changes across the four seasons and how day length varies.</p>  |
| | Enquiry | <p>ask simple questions. Use scientific language talk about findings</p> | <p>Working Scientifically: observing closely, using simple equipment.</p> <p>Types of Enquiry: Observes changes over time</p> | <p>Working Scientifically: identifying and Classifying.</p> <p>Types of Enquiry: Grouping and classifying</p> | <p>Working Scientifically: using their observations and ideas to suggest answers to questions</p> <p>Types of Enquiry: Comparative and fair tests</p> | <p>Working Scientifically: asking simple questions and recognising that they can be answered in different ways</p> <p>Types of Enquiry: Pattern seeking,</p> | <p>Working Scientifically: gathering & recording data (e.g. tally chart) to help in answering questions.</p> <p>Types of Enquiry: Research and secondary sources</p> |
| | Vocabulary | <p>sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow</p> | <p>evergreen, garden plants, deciduous, wild plants, seeds, wild plants, garden plants</p> | <p>Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore</p> | <p>Leaves, blossom, petals, roots, buds, bulb, trunk, branches, stem</p> | <p>stretchy, stiff, dull, bendy/not bendy, waterproof/not waterproof, absorbent</p> | <p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature</p> |

| Class | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|-----------|---|---|--|---|---|--|
| Whales Y3 & 4 | Knowledge | <p>Plants</p> <p>functions of different parts of flowering plants, requirements of plants for life and growth, way in which water is transported within plants, life cycle of flowering plants</p>  | <p>Sound</p> <p>How it is made, travel through different mediums, patterns, relationship between sound and distance (links to English)</p>  | <p>Friction & Magnetism</p> <p>Contact magnets, magnetic forces. Magnets attract, repel some materials. Compare and group and predict -different materials</p>  | <p>Electricity</p> <p>Construct, identify and name parts of a circuit. Simple series circuits. conductors/ insulators.</p>  | <p>Living Things and their Habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> •explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment •recognise that Environments can change and that this can sometimes pose dangers to living things  <p>(mummy can I have a penguin?- Science through stories)</p> | <p>Light and Shadow</p> <p>Absence of light, reflect from surfaces, dangers of light, how to form shadows and create patterns</p>  |
| | Enquiry | <p>Using results to draw simple conclusions. Setting up simple practical enquiries, comparative and fair tests</p> <p>Types of Enquiry: Observes changes over time</p> | <p>Data logging, ask my own questions and use different ways to answer them. Gather, record, classify and present data in different ways. Draw simple conclusions, Explain what they have found out</p> | <p>Recording findings using simple scientific language, drawings, labelled diagrams</p> <p>Types of Enquiry: Comparative and fair tests</p> | <p>I set up my own simple Tests. display and present Findings record findings in tables. Draw simple conclusions. Explain what they have found out</p> | <p>I can make careful observations, use scientific language. Gather, record and present findings in different ways. Classify data,</p> <p>Types of Enquiry: Grouping and classifying</p> | <p>Recording findings using data logging, simple scientific language, drawings, labelled diagrams, explain what they have found out.</p> <p>Types of Enquiry: Pattern seeking</p> |

| | | | | | | | |
|------------|--|---|--|--|--|--|--|
| | | | Types of Enquiry: Comparative and fair tests | | Types of Enquiry: Pattern seeking | | |
| Vocabulary | Flowering plants, roots, stem/ trunk, leaves, flowers Nutrition, support, reproduction, air, light, water, Nutrients, fertiliser life cycle, pollination, seed formation, seed dispersal | Amplitude, volume, quiet, loud, ear, pitch, high, low, particles, instruments, wave | Force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compass. | Electricity, neutrons, protons, electrons, nucleus, atom, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, conductor | animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation. environment | Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent | |

| Class | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|-----------|--|---|--|--|---|--|
| Lions Y5 & 6 | Knowledge | Living Things & Their Habitats (animal life cycles) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird •Describe the life process of reproduction in animals.  | Animals including Humans Gain understanding of our circulatory system & how to achieve good health through good exercise and diet.  | Earth & Space Movements and earth's rotation (English Link)  | Living Things & Their Habitats (plant life cycles) •Describe the life process of reproduction in different plants  | Evolution & Inheritance Changes overtime, offspring variations and adaptation may lead to evolution  | Animals including Humans (the human species) Describe the changes as humans develop from birth to old age.  |
| | Enquiry | Use science experiences to explore ideas and raise different kinds of | Use test result to make predictions to set up further comparative and fair | Report & present findings, noting causal relationships & degrees of trust in | Plan & carry out different types of scientific enquiries to answer questions | Plan & carry out different types of scientific enquiries to answer questions | Report & present findings, noting causal relationships & degrees of trust in |

| | | | | | | |
|------------|---|---|---|---|--|---|
| | <p>question. Report and present findings using speaking and writing inc. displays and presentations Look for different causal relationships in their data and identify evidence that refutes or supports their ideas. use diagrams, labels, classification and graphs Types of Enquiry: Grouping and classifying and observations over time.</p> | <p>tests Types of Enquiry: Comparative and fair tests</p> | <p>results. Identify scientific evidence to support or refute ideas.</p> | <p>including recognising and controlling variables, taking increasingly accurate & precise measurements & repeating readings. Report & present findings, noting causal relationships & degrees of trust in results. Identify scientific evidence to support or refute ideas.</p> | <p>including recognising and controlling variables, taking increasingly accurate & precise measurements & repeating readings. Report & present findings, noting causal relationships & degrees of trust in results. Identify scientific evidence to support or refute ideas.</p> | <p>results. Identify scientific evidence to support or refute ideas.</p> |
| Vocabulary | <p>animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, pregnancy, gestation, young, mammal, metamorphosis, amphibian, insect, egg, embryo, bird, plant, male, female,</p> | <p>Oxygenated, Deoxygenated, Valve, Exercise, Respiration Circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, platelets, plasma, exercise, diet, lifestyle</p> | <p>Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, waxing, waning, crescent, gibbous. Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, planets, solar system, day, night, rotate, orbit, axis, spherical, geocentric, heliocentric</p> | <p>Environment, flowering, nonflowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation. Sexual, asexual, reproduction, cell, fertilisation, pollination, male, female, pregnancy, gestation, young, mammal, metamorphosis, amphibian, insect, egg, embryo, bird, plant</p> | <p>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics</p> | <p>Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty</p> |