



SCIENCE

SUBJECT NARRATIVE (October'19)

KS1 National Curriculum	
Plants	
Animals– incl Humans	
Everyday materials	
Seasonal changes	
Habitats	

KS2 National	
Plants	
Animals– incl Humans	
Rocks	
Light	
Forces & Magnets	
Living Things & Their	
States of Matter	
Sound	
Electricity	
Properties & materials	
Earth & Space	

Key Stage 1: Year 1/2 (Cycle A)

<p>Topic: How have homes changed over time?</p> <p>Key Themes: Materials Everyday materials and objects made from these materials, sorting and identifying materials, testing materials, physical properties</p>	<p>Topic: Once Upon a Time</p> <p>Key Themes: Habitats woodland habitats, animal recognition, deciduous and evergreen trees, common garden and wild flower identification</p>	<p>Topic: Frozen</p> <p>Key Themes: Animals, animals that live in cold climates, penguin life cycle, animal survival, cold climate habitats</p>	<p>Topic: How does your garden grow?</p> <p>Key Themes: Plants and Trees, structure of plants and trees, recognising plants and trees, what plants need to grow</p>	<p>Topic: Nature detectives</p> <p>Key Themes: Animals and micro-habitats, minibeast identification and classification, life cycle of a caterpillar</p>	<p>Topic: I do like to be beside the seaside</p> <p>Key Themes: Floating and sinking Life, alive dead and never alive, floating and sinking (probability of materials) light and dark</p>
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Key Stage 1: Year 1/2 (Cycle B)

<p>Topic: Superheroes!</p> <p>Key Themes: Human body : identify, label and name parts of human body, our senses</p>	<p>Topic: Space</p> <p>Key Themes: Light and dark seasonal changes, light and dark, day length and change</p>	<p>Topic: Weather</p> <p>Key Themes: weather patterns, seasonal changes, living things and their habitats (growing and off spring), seeds and bulbs and how they grow into plants</p>	<p>Topic: Fighting Fit!</p> <p>Key Themes: Basic needs of humans to survive, healthy eating, hygiene, exercise</p>	<p>Topic: Blue Planet</p> <p>Key Themes: Food chains, sea creatures, habitats, floating and sinking, changing materials (squashing, twisting, bending and stretching)</p>	<p>Topic: Go Wild (African)</p> <p>Key Themes: Habitats (savannah, desert) , predators and prey, camouflage, carnivores, omnivores and herbivores</p>
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Lower Key Stage 2: Year 3/4 (Cycle A)

<p>Topic: Stone Age Bone Age</p> <p>Key Themes: Skeletons and Nutrition, main functions of skeleton, naming bones, comparing skeletons of different animals, what do bodies need to be healthy, balanced nutrition</p>	<p>Topic: Norwich Through The Ages</p> <p>Key Themes: Magnets, springs and forces– compare how things move on different surfaces, forces and contact, magnetic poles, magnetism</p>	<p>Topic: Norwich Through The Ages</p> <p>Key Themes: Light, recognise light and dark, notice that light is reflected from surfaces, dangers of the Sun, shadows</p>	<p>Topic: Rainforests</p> <p>Key Themes: Plants, structure and function of parts, roots, stem, leaves flowers, photosynthesis, water transportation, plant life cycle and seed dispersal</p>	<p>Topic: Volcanoes & Earthquakes</p> <p>Key Themes: Rocks, properties of rocks, cross-section of the Earth, igneous rock, sorting and classifying rocks, fossils</p>
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Lower Key Stage 2: Year 3/4 (Cycle B)

<p>Topic: Ancient Egypt</p> <p>Key Themes: Teeth and the Digestive system, digestion, health and diet, types of teeth, tooth decay, comparing to animals Autumn 2:</p>	<p>Topic: Ancient Egypt</p> <p>Key Themes: Electricity, mains and batteries, circuits, conductors, cables and plugs</p>	<p>Topic: Around the World in 80 Days</p> <p>Key Themes: Sound, structure of the ear, vibrations, soundproofing, pitch and loudness. Musical instruments– how they work, how they can be adjusted– make a musical instrument. Scientific inventions related to sound, telephone, telegrams. How do some animals hear– which have the best hearing– why?- how does it link to evolution and adaptation?</p>	<p>Topic: The Power of Monarchs: Henry VIII</p> <p>Key Themes: States of matter, compare group materials solids, liquids and gases, evaporation and condensation, the water cycle</p>	<p>Topic: The Power of Monarchs: Victoria</p> <p>Key Themes: Classification, group identify and name living things in the local and wider environment</p>
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Upper Key Stage 2: Year 5/6 (Cycle A)

<p>Topic: Let There Be Dragons!</p> <p>Key Themes: Properties and Changes of Materials: Comparison based on properties, solutions and mixtures, reversible changes and irreversible changes, effect of temperature, states of matter, man made and natural, sustainability</p>	<p>Topic: Magnificent Mayans</p> <p>Key Themes: Earth and Space Movement of Earth and Moon, Earth's rotation and night and day, planets, Stargazing night– astronomy and constellations</p>	<p>Topic: Romans</p> <p>Key Themes: All Living Things Life cycles of plants and animals including mammals, amphibians, insects, birds, habitat and food chains, comparisons of different species</p>	<p>Topic: Water</p> <p>Key Themes: Forces Gravity, air resistance, water resistance and friction. Forces in the real world– design and innovation. Newtons, forces diagrams, transportation and vehicles– investigations– how can we measure and predict the impact of forces on a moving object? Racing cars– F1 Jaguar project–streamlined shapes</p>
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Year 5/6 (Cycle B)

<p>Topic: Technological World</p> <p>Key Themes: Light Light travels in straight lines, how we see things, silhouettes and shadows, transparent, translucent and opaque</p>	<p>Topic: Technological World</p> <p>Key Themes: Electricity Circuit symbols, circuit diagrams, how components vary in circuits and why they vary, how voltage effects components</p>	<p>Topic: Natural World</p> <p>Key Themes: Evolution and Inheritance Living things change over time, living things produce off-spring, adaptation, classification, habitat, environment, Darwin, Amazonia , endangered and extinct species</p>	<p>Topic: All Things Greek</p> <p>Key Themes: All Living Things Human circulatory system, functions of the heart, blood vessels and blood, diet, exercise, lifestyle, nutrient and water transportation.</p>
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Key subject specific vocabulary (Tier 3 vocab) embedded and revisited during study of science at Little Melton:

observe, equipment, identify, classify, group, record, data, compare, contrast, research, comparative test, fair test, systematic, labelled, conclusion, prediction, interpret, construct, variables, precision, evidence, quantitative, qualitative

We believe these skills are important for life because:

- We want children to have the scientific knowledge to understand much of the world around them and the practical skills to enable them to investigate and explore to find out more
- We want children to be curious scientists, interested in the world around them, with a desire to question, investigate and reason scientifically, making links between different parts of the knowledge they have gained.