

Period Taught (Half term/number of weeks etc.)	Unit/Topic To Be Taught	Key Areas Covered within Unit/Topic Main Objectives	Working Scientifically
Autumn 1 – 6 weeks	Living things and their habitats	<ul style="list-style-type: none"> • Understand the different groups of living things • Describe how living things can be classified into broad groups • Explain how living things can be classified • Give reasons why classified as plant or animal type based on specific characteristics. • Understand how to use a classification keys to help group, identify and name a variety of living things. • Understand the scientific process of creating a classification system and the importance of a system <p>Scientist studied: Carl Linnaeus</p>	<ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Report and present findings from enquiries including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Autumn 2 – 6 weeks	Evolution and adaptation	<ul style="list-style-type: none"> • Understand scientific vocabulary of evolution • Discuss and explain the concept of inheritance and variation • Adaptation – what it is and why it is necessary • Look at the development of the theory of evolution and recognise that living things have changed over time • Fossils provide information about living 	<ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas or arguments • Plan different types of scientific enquiries to answer their own or others questions, including recognising and

		<p>things from millions of years ago.</p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind. • Investigate and draw conclusions about how the links between adaptation and evolution <p>Scientists studied:</p> <ul style="list-style-type: none"> • Charles Darwin • Alfred Wallace • Brian Cox (modern day comparison) 	<p>controlling variables where necessary</p> <ul style="list-style-type: none"> • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Report and present 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
Spring 1/2 - 8 weeks	Light	<ul style="list-style-type: none"> • Explain how light appears to travel in straight lines • Explain how objects are seen • Explain the functions of the eye • Investigate how light enables us to see colours (refraction) • Explain why shadows have the same shapes as the item that blocks them. <p>Scientists studied:</p> <ul style="list-style-type: none"> • Isaac Newton 	<ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas or arguments • Use test result to make predictions to set up further comparative and fair tests • Report and present 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
Summer 2	Electricity	<ul style="list-style-type: none"> • Construct simple series circuits to answer questions about different components. • Associate the brightness of a bulb with the number and voltage of cells in the circuit. • Associate the volume of a buzzer with the number and voltage of cells in the circuit. • Compare and give reasons for variations and how components function (bulbs, buzzers and switches) • Use recognised symbols when representing a simple circuit in a diagram. • Precautions to work safely with electricity. • Work systematically to identify the effect of changing one component at a time. <p>Scientists studied:</p> <ul style="list-style-type: none"> • Thomas Edison • Nikola Tesla 	<ul style="list-style-type: none"> • Take measurements, using scientific equipment, with increasing accuracy and precision, taking repeat findings when appropriate • Report and present findings from enquiries including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Summer 2	Animals including Humans	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system and how this enables us to function. • Describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and life style on the way their body functions. 	<ul style="list-style-type: none"> • Report and present findings from enquiries including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as

		<ul style="list-style-type: none"> • Describe the ways in which nutrients and water are transported with animals including humans. • Explore work of scientists and research about link between diet, exercise, drugs and lifestyle/health. <p>Scientist studied</p> <ul style="list-style-type: none"> • William Harvey 	<p>displays and other presentations</p> <ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas or arguments
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