

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"> <li>• Understand the different groups of living things</li> <li>• Describe how living things can be classified into broad groups</li> <li>• Explain how living things can be classified</li> <li>• Give reasons why classified as plant or animal type based on specific characteristics.</li> <li>• Understand how to use a classification keys to help group, identify and name a variety of living things.</li> <li>• Understand the scientific process of creating a classification system and the importance of a system</li> </ul> <p>Scientist studied: Carl Linnaeus</p>	<ul style="list-style-type: none"> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• 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</li> </ul>
Autumn 2 – 6 weeks	Evolution and adaptation	<ul style="list-style-type: none"> <li>• Understand scientific vocabulary of evolution</li> <li>• Discuss and explain the concept of inheritance and variation</li> <li>• Adaptation – what it is and why it is necessary</li> <li>• Look at the development of the theory of evolution and recognise that living things have changed over time</li> <li>• Fossils provide information about living</li> </ul>	<ul style="list-style-type: none"> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>• Plan different types of scientific enquiries to answer their own or others questions, including recognising and</li> </ul>

		<p>things from millions of years ago.</p> <ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind.</li> <li>• Investigate and draw conclusions about how the links between adaptation and evolution</li> </ul> <p>Scientists studied:</p> <ul style="list-style-type: none"> <li>• Charles Darwin</li> <li>• Alfred Wallace</li> <li>• Brian Cox (modern day comparison)</li> </ul>	<p>controlling variables where necessary</p> <ul style="list-style-type: none"> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• 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</li> </ul>
Spring 1/2 - 8 weeks	Light	<ul style="list-style-type: none"> <li>• Explain how light appears to travel in straight lines</li> <li>• Explain how objects are seen</li> <li>• Explain the functions of the eye</li> <li>• Investigate how light enables us to see colours (refraction)</li> <li>• Explain why shadows have the same shapes as the item that blocks them.</li> </ul> <p>Scientists studied:</p> <ul style="list-style-type: none"> <li>• Isaac Newton</li> </ul>	<ul style="list-style-type: none"> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>• Use test result to make predictions to set up further comparative and fair tests</li> <li>• Report and present findings from enquiries including conclusions, casual relationships and explanations of</li> </ul>

			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"> <li>• Construct simple series circuits to answer questions about different components.</li> <li>• Associate the brightness of a bulb with the number and voltage of cells in the circuit.</li> <li>• Associate the volume of a buzzer with the number and voltage of cells in the circuit.</li> <li>• Compare and give reasons for variations and how components function (bulbs, buzzers and switches)</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> <li>• Precautions to work safely with electricity.</li> <li>• Work systematically to identify the effect of changing one component at a time.</li> </ul> <p>Scientists studied:</p> <ul style="list-style-type: none"> <li>• Thomas Edison</li> <li>• Nikola Tesla</li> </ul>	<ul style="list-style-type: none"> <li>• Take measurements, using scientific equipment, with increasing accuracy and precision, taking repeat findings when appropriate</li> <li>• 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</li> </ul>
Summer 2	Animals including Humans	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system and how this enables us to function.</li> <li>• Describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the impact of diet, exercise, drugs and life style on the way their body functions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

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