

<p style="text-align: center;"><b><u>Living things and their habitats</u></b></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> <li>• that living things are grouped based on common observable features, behaviours and on similarities and differences</li> <li>• about the classification system created by Carl Linnaeus</li> <li>• about the animal kingdom (vertebrates and invertebrates) and plant kingdom (flowering and non-flowering plants)</li> <li>• to classify and group animals and plants found in the school environment</li> <li>• about micro-organism (fungi, algae, bacteria and viruses)</li> <li>• how to interpret and construct branching keys.</li> </ul>	<p style="text-align: center;"><b><u>Evolution and inheritance</u></b></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> <li>• how a fossil is created and why they are found only in sedimentary rocks</li> <li>• how palaeontologists help us understand the past</li> <li>• what the terms inheritance and variation mean</li> <li>• that all animals and plants produce offspring of the same kind and that there are similarities and differences between them</li> <li>• what the terms adaptation and evolution mean</li> <li>• how animals or plants adapt to suit their environment</li> <li>• that variation and adaption can cause a species to evolve.</li> </ul>	<p style="text-align: center;"><b><u>Light</u></b></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> <li>• that light travels in straight lines</li> <li>• to represent the direction of light using arrows</li> <li>• what happens to light rays in water</li> <li>• about the angle of incidence and reflection</li> <li>• that they are able to see non-luminous objects because light reflects into their eyes</li> <li>• how to draw diagrams to show how they see non-luminous objects</li> <li>• how they are able to see objects around a corner or behind them</li> <li>• why shadows occur</li> <li>• how the size and clarity of a shadow can be changed.</li> </ul>
<p style="text-align: center;"><b><u>Animals including humans</u></b></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> <li>• the order that blood circulates around the body</li> <li>• about the basic structure and function of the heart, arteries, veins and blood cells</li> <li>• about the impacts of lifestyle choices on the function of the heart</li> <li>• how to find out nutritional values of the food they eat and how nutrients and water are transported through the body</li> <li>• about helpful and harmful drugs and how they affect the body.</li> </ul>	<p style="text-align: center;"><b><u>Electricity</u></b></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> <li>• about short circuits and how to stay safe when using electricity</li> <li>• to construct series circuits and name components used accurately</li> <li>• how to use circuit diagram symbols to draw circuits</li> <li>• how to read the voltage of a battery and what this means</li> <li>• how to investigate how the number of components and cells, or voltage of cells used can change the brightness of a bulb or speed of a motor.</li> </ul>	
<p style="text-align: center;"><b><u>Working scientifically. The children will have the opportunity to:</u></b></p> <ul style="list-style-type: none"> <li>• plan different types of scientific enquiries to answer questions</li> <li>• take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• use test results to make predictions to set up further comparative and fair tests</li> <li>• report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms such as displays and other presentations</li> <li>• identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		