

## Term 1

Yr	The BIG Question	National Curriculum coverage																				
3	<p><b>What does it mean to be healthy?</b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>calorie</td> <td>mineral</td> </tr> <tr> <td>carbohydrates</td> <td>nutrient</td> </tr> <tr> <td>energy</td> <td>protein</td> </tr> <tr> <td>fat</td> <td>saturated fats</td> </tr> <tr> <td>fibre</td> <td>sugar</td> </tr> <tr> <td>healthy</td> <td>unsaturated fats</td> </tr> <tr> <td></td> <td>vitamin</td> </tr> </table>	calorie	mineral	carbohydrates	nutrient	energy	protein	fat	saturated fats	fibre	sugar	healthy	unsaturated fats		vitamin	<p><i>Animals including humans (nutrition):</i></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (WS)</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes (WS)</li> </ul>						
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4	<p><b>Could you eat chalk?</b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>absorb</td> <td>faeces</td> </tr> <tr> <td>bacteria</td> <td>incisor</td> </tr> <tr> <td>bolus</td> <td>large intestine</td> </tr> <tr> <td>canine</td> <td>micro-organism</td> </tr> <tr> <td>constipation</td> <td>molar</td> </tr> <tr> <td>decay</td> <td>oesophagus</td> </tr> <tr> <td>digestion</td> <td>premolar</td> </tr> <tr> <td>digestive system</td> <td>rectum</td> </tr> <tr> <td>enzyme</td> <td>saliva</td> </tr> <tr> <td></td> <td>small intestine</td> </tr> </table>	absorb	faeces	bacteria	incisor	bolus	large intestine	canine	micro-organism	constipation	molar	decay	oesophagus	digestion	premolar	digestive system	rectum	enzyme	saliva		small intestine	<p><i>Animals including humans (digestive system and teeth):</i></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li><i>are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future (Aims)</i></li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (WS)</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (WS)</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (WS)</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (WS)</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (WS)</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes (WS)</li> </ul>
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<p><b>5</b></p>	<p><b><i>Why is Earth the most habitable planet?</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>asteroid</td> <td>heliocentric model</td> </tr> <tr> <td>astronaut</td> <td>lunar</td> </tr> <tr> <td>astronomer</td> <td>meteoroid</td> </tr> <tr> <td>atmosphere</td> <td>orbit</td> </tr> <tr> <td>axis</td> <td>planets</td> </tr> <tr> <td>comet</td> <td>rotate</td> </tr> <tr> <td>crater</td> <td>satellite</td> </tr> <tr> <td>dwarf planet</td> <td>solar system</td> </tr> <tr> <td>geocentric model</td> <td>spherical body</td> </tr> <tr> <td></td> <td>universe</td> </tr> </table>	asteroid	heliocentric model	astronaut	lunar	astronomer	meteoroid	atmosphere	orbit	axis	planets	comet	rotate	crater	satellite	dwarf planet	solar system	geocentric model	spherical body		universe	<p><i>Earth and space:</i></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system (LTI)</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <ul style="list-style-type: none"> <li>using test results to make predictions to set up further comparative and fair tests (WS)</li> <li>reporting and presenting 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 (WS)</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments (WS)</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (WS)</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS)</li> </ul>
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<p><b>6</b></p>	<p><b><i>What is essential in order for a human to stay alive?</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>alveoli</td> <td>liver</td> </tr> <tr> <td>antibody</td> <td>nutrients</td> </tr> <tr> <td>blood vessel</td> <td>protein</td> </tr> <tr> <td>circulatory system</td> <td>pulmonary</td> </tr> <tr> <td>haemoglobin</td> <td>pulmonary artery</td> </tr> <tr> <td>hormone</td> <td>pulmonary vein</td> </tr> <tr> <td>immunity</td> <td>villi</td> </tr> <tr> <td>kidneys</td> <td>virus</td> </tr> </table>	alveoli	liver	antibody	nutrients	blood vessel	protein	circulatory system	pulmonary	haemoglobin	pulmonary artery	hormone	pulmonary vein	immunity	villi	kidneys	virus	<p><i>Animals including humans (the circulatory system, lifestyle &amp; nutrition):</i></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <ul style="list-style-type: none"> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (WS)</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS)</li> </ul>				
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**Term 2:**

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3	<b><i>How can something small cast a big shadow?</i></b>	<p><i>Light:</i></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul>																		
	<p><b>Key Vocabulary:</b></p> <table> <tr><td>beam</td><td>reflect</td></tr> <tr><td>bounce</td><td>retina</td></tr> <tr><td>iris</td><td>shadow</td></tr> <tr><td>lens</td><td>source</td></tr> <tr><td>opaque</td><td>translucent</td></tr> <tr><td>pupil</td><td>transparent</td></tr> <tr><td>ray</td><td>visible</td></tr> </table>		beam	reflect	bounce	retina	iris	shadow	lens	source	opaque	translucent	pupil	transparent	ray	visible				
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4	<b><i>Predator or prey? Can you be both?</i></b>																			
5	<b><i>How do we navigate our world?</i></b>	<p><i>Forces:</i></p> <ul style="list-style-type: none"> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect??</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces??</li> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul>																		
	<p><b>Key Vocabulary:</b></p> <table> <tr><td>accelerate</td><td>gravitational pull</td></tr> <tr><td>air resistance</td><td>mass</td></tr> <tr><td>brake</td><td>mechanism</td></tr> <tr><td>buoyancy</td><td>streamlined</td></tr> <tr><td>decelerate</td><td>transfers</td></tr> <tr><td>forces</td><td>water resistance</td></tr> <tr><td>friction</td><td>weight</td></tr> <tr><td>gravity</td><td></td></tr> </table>		accelerate	gravitational pull	air resistance	mass	brake	mechanism	buoyancy	streamlined	decelerate	transfers	forces	water resistance	friction	weight	gravity			
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6	<b><i>How do scientists classify living things?</i></b>	<p><i>Living things and their habitats + Evolution &amp; inheritance (adaptation):</i></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS)</li> </ul>																		
	<p><b>Key Vocabulary:</b></p> <table> <tr><td>amphibian</td><td>genus</td></tr> <tr><td>arachnid</td><td>invertebrate</td></tr> <tr><td>arthropod</td><td>kingdom</td></tr> <tr><td>bird</td><td>Linnaean</td></tr> <tr><td>characteristics</td><td>micro-organism</td></tr> <tr><td>classification keys</td><td>mollusc</td></tr> <tr><td>crustacean</td><td>phylum</td></tr> <tr><td>domain</td><td>reptile</td></tr> <tr><td>environment</td><td>species</td></tr> <tr><td>fungus</td><td>vertebrate</td></tr> </table>		amphibian	genus	arachnid	invertebrate	arthropod	kingdom	bird	Linnaean	characteristics	micro-organism	classification keys	mollusc	crustacean	phylum	domain	reptile	environment	species
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3	<p><b>How do forces affect our lives?</b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr><td>attract</td><td>magnet</td></tr> <tr><td>effort</td><td>magnetic</td></tr> <tr><td>force meter</td><td>magnetic field</td></tr> <tr><td>forces</td><td>Newton</td></tr> <tr><td>friction</td><td>pivot</td></tr> <tr><td>fulcrum</td><td>pulley</td></tr> <tr><td>lever</td><td>repel</td></tr> <tr><td>load</td><td>strength</td></tr> <tr><td></td><td>surface</td></tr> </table>	attract	magnet	effort	magnetic	force meter	magnetic field	forces	Newton	friction	pivot	fulcrum	pulley	lever	repel	load	strength		surface	<p><i>Forces and magnets:</i></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (WS)</li> </ul> <ul style="list-style-type: none"> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (WS)</li> <li>setting up simple practical enquiries, comparative and fair tests (WS)</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (WS)</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (WS)</li> </ul>								
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4	<p><b>How would modern life be different without electricity?</b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr><td>appliances</td><td>electrical</td></tr> <tr><td>battery</td><td>electricity</td></tr> <tr><td>bulb</td><td>electrons</td></tr> <tr><td>buzzer</td><td>generate</td></tr> <tr><td>cell</td><td>insulator</td></tr> <tr><td>circuit</td><td>materials</td></tr> <tr><td>closed switch</td><td>motor</td></tr> <tr><td>components</td><td>non-renewable</td></tr> <tr><td>conductor</td><td>open switch</td></tr> <tr><td>connection</td><td>renewable</td></tr> <tr><td>crocodile clip</td><td>switch</td></tr> <tr><td>device</td><td>symbol</td></tr> <tr><td></td><td>wire</td></tr> </table>	appliances	electrical	battery	electricity	bulb	electrons	buzzer	generate	cell	insulator	circuit	materials	closed switch	motor	components	non-renewable	conductor	open switch	connection	renewable	crocodile clip	switch	device	symbol		wire	<p><i>Electricity:</i></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
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5	<b><i>How would you survive on Alchemy Island?</i></b>	<i>Properties and changes of materials:</i>	
	<b>Key Vocabulary:</b> alchemy conductivity dissolved durable electrical conduction filter hardness irreversible change magnetism malleable	particle property reversible change sieve solubility solute solution solvent substance thermal conduction transparency	<ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>

**Term 4:**

Yr	The BIG Question	National Curriculum coverage
3	<p><b>What's beneath my feet?</b></p> <p><b>Key Vocabulary:</b>                      appearance                      liquid                      cast fossil                            magma                      coprolites                            metamorphic rock                      fossil fuels                            mould fossil                      fossilisation                        organic matter                      igneous rock                        permeable                      impermeable                        sediment                      lava                                    sedimentary rock</p>	<p><i>Rocks:</i></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>
4	<p><b>Do all liquids have the same properties?</b></p> <p><b>Key Vocabulary:</b>                      boiling point                      matter                      condense                            melting point                      degrees Celsius                    solid                      evaporate                            solidify                      freezing point state of            temperature water                      gas                                    thermometer                      liquid                                vapour</p>	<p><i>States of matter:</i></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them (WS)</li> <li>setting up simple practical enquiries, comparative and fair tests (WS)</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (WS)</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (WS)</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (WS)</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes (WS)</li> </ul>

<p><b>5</b></p>	<p><b><i>What is the circle of life?</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>antennae</td> <td>organism</td> </tr> <tr> <td>asexual</td> <td>plantlet</td> </tr> <tr> <td>consumer</td> <td>pollen</td> </tr> <tr> <td>exoskeleton</td> <td>pollination</td> </tr> <tr> <td>germination</td> <td>reproduction</td> </tr> <tr> <td>life cycle</td> <td>runners</td> </tr> <tr> <td>mandible</td> <td>seed dispersal</td> </tr> <tr> <td>metamorphosis</td> <td>segment</td> </tr> <tr> <td>micro habitat</td> <td>sexual</td> </tr> <tr> <td>mimicry</td> <td>stamen</td> </tr> <tr> <td>moult</td> <td>stigma</td> </tr> <tr> <td></td> <td>venom</td> </tr> </table>	antennae	organism	asexual	plantlet	consumer	pollen	exoskeleton	pollination	germination	reproduction	life cycle	runners	mandible	seed dispersal	metamorphosis	segment	micro habitat	sexual	mimicry	stamen	moult	stigma		venom	<p><i>Living things and their habitats:</i></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> <li>develop scientific knowledge and conceptual understanding through the specific</li> <li><i>disciplines of biology, chemistry and physics (aims)</i></li> </ul> <ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (WS)</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS)</li> <li>using test results to make predictions to set up further comparative and fair tests (WS)</li> <li>reporting and presenting 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 (WS)</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments. (WS)</li> </ul>
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<p><b>6</b></p>	<p><b><i>Could Marvel characters ever become a reality?</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>ancestry</td> <td>naturalist</td> </tr> <tr> <td>breeding</td> <td>offspring</td> </tr> <tr> <td>evolution</td> <td>reproduction</td> </tr> <tr> <td>fossil</td> <td>species</td> </tr> <tr> <td>inheritance</td> <td>variation</td> </tr> </table>	ancestry	naturalist	breeding	offspring	evolution	reproduction	fossil	species	inheritance	variation	<p><i>Evolution and inheritance:</i></p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (LTI)</li> </ul> <ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (WS)</li> </ul>														
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**Term 5:**

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3	<p><b>What is lurking under the skin's surface?</b></p> <p><b>Key Vocabulary:</b>            adaptation                      mammal            camouflage                      movement            carnivore                          muscle            decomposer                      nectar            ectoparasite                      omnivore            endoparasite                      protection            herbivore                          skeleton            host                                  sockets            joints                                tendons</p>	<p><i>Animals including humans:</i></p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• investigate the way in which water is transported within plants</li> </ul> <ul style="list-style-type: none"> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (WS)</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes (WS)</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (WS)</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (WS)</li> </ul>
4	<p><b>Can we block sound?</b></p>	<p><i>Sound LTIs</i></p>
5	<p><b>What would the world be like without plants?</b></p> <p><b>Key Vocabulary:</b>            anther                                male            carpel                                ovary            climate                                ovule            female                                sepal            fertiliser                              stamen            filament                                stigma            gestation                                stile</p>	<p><i>Living things and their habitats:</i></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• <i>develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics (Aims)</i></li> <li>• <i>are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future (Aims)</i></li> </ul> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS)</li> </ul>

6	<p><b>How does light travel?</b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>angle</td> <td>periscope</td> </tr> <tr> <td>concave</td> <td>prism</td> </tr> <tr> <td>convex</td> <td>rainbow</td> </tr> <tr> <td>filters</td> <td>reflection</td> </tr> <tr> <td>incidence</td> <td>refraction</td> </tr> <tr> <td>kaleidoscope</td> <td>spectrum</td> </tr> </table>	angle	periscope	concave	prism	convex	rainbow	filters	reflection	incidence	refraction	kaleidoscope	spectrum	<p><i>Light</i></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eye (LTI)</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>• <i>are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future (Aims)</i></li> </ul> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS)</li> </ul>
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**Term 6:**

Yr	The BIG Question	National Curriculum coverage														
3	<p><b>Why does a plant grow?</b></p> <p><b>Key Vocabulary:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">blossom</td> <td style="width: 50%;">leaf/ leaves</td> </tr> <tr> <td>branch</td> <td>petals</td> </tr> <tr> <td>bud</td> <td>roots</td> </tr> <tr> <td>bulb</td> <td>soil</td> </tr> <tr> <td>flower</td> <td>stem</td> </tr> <tr> <td>flowering plants</td> <td>transported</td> </tr> <tr> <td>fruit</td> <td>trunk</td> </tr> </table>	blossom	leaf/ leaves	branch	petals	bud	roots	bulb	soil	flower	stem	flowering plants	transported	fruit	trunk	<p><i>Plants + revision of light:</i></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (LTI)</li> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants (LTI)</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <ul style="list-style-type: none"> <li>• setting up simple practical enquiries, comparative and fair tests (WS)</li> </ul>
blossom	leaf/ leaves															
branch	petals															
bud	roots															
bulb	soil															
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4	<p><b>Where does a puddle go?</b></p> <p><b>Key Vocabulary:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">condensation</td> <td style="width: 50%;">precipitation</td> </tr> <tr> <td>evaporation</td> <td>predator</td> </tr> <tr> <td>herbivore</td> <td>prey</td> </tr> <tr> <td>carnivore</td> <td>producer</td> </tr> <tr> <td>omnivore</td> <td>water cycle</td> </tr> <tr> <td></td> <td>water vapour</td> </tr> </table>	condensation	precipitation	evaporation	predator	herbivore	prey	carnivore	producer	omnivore	water cycle		water vapour	<p><i>Living things and their habitats + revision:</i></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>		
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5	<p><b><i>Can humans live forever?</i></b></p> <p><b>Key Vocabulary:</b></p> <p>adolescence adulthood childhood death eggs embryo fallopian tube female reproductive organs</p> <p>fertilise fetus life male reproductive organs ovaries pregnancy reproduction sperm womb</p>		<p><i>Animals including humans:</i></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (WS)</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS)</li> <li>using test results to make predictions to set up further comparative and fair tests (WS)</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments. (WS)</li> </ul>
6	<p><b><i>What is the best fruit to light a bulb?</i></b></p> <p><b>Key Vocabulary:</b></p> <p>brightness components electric current electrical conductivity loudness</p>	<p>lux negative positive resistance voltage volume</p>	<p><i>Electricity:</i></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (LTIs)</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	