

Please Note: There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify a variety of plants and animals that live there focusing on their adaptations for survival. This could be done through an ongoing/monthly nature journal to observe, record and review a variety of examples over a period of time and would support their learning and wider research in the 'Living Things and Their Habitats' unit and the 'Evolution and Inheritance' unit.

Environment - Classification	Environment - Evolution And Inheritance	Animals/Health – Exercise, Health & The Circulatory System
<p>▪ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>▪ Give reasons for classifying plants and animals based on specific characteristics.</p> <p>▪ Living things can be grouped into micro-organisms, plants and animals.</p> <p>▪ Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.</p> <p>▪ Invertebrates can be grouped as snails and slugs, worms, spiders and insects.</p> <p>▪ Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).</p> <p>Notes and Guidance (non-statutory): Pupils should build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (e.g. insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Using classification systems and keys. ▪ Identifying some animals and plants in the immediate environment. ▪ Researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. <p>Vocabulary Sort, group, identify, classify, environment, suited, classification system, key, habitat</p> <p>Use of the outdoor grounds:</p> <ul style="list-style-type: none"> • Explore the trees and forest to classify micro organisms, plants and animals. 	<p>▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Notes and Guidance (non-statutory): Building on what they have learnt about fossils in the topic on rocks in Year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Observing and raising questions about local animals and how they are adapted to the environment. ▪ Comparing how some living things adapt to survive in extreme conditions, e.g. cactuses, penguins and camels. ▪ Analysing the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers. <p>Vocabulary Evolution, change over time, species, population, features, trait, inherited, reproduce, offspring, variation, mutation, survive/survival/survival of the fittest, adaptation, Consumer, producer, predator, prey, food chain, consumer, producer, key, suited</p> <p>Use of the outdoor grounds:</p> <ul style="list-style-type: none"> • Visit the pond area at beginning of February to see the frogs then weekly to observe changes and see from sport then 	<p>▪ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>▪ Describe the ways in which nutrients and water are transported within animals, including humans.</p> <ul style="list-style-type: none"> ▪ The heart is a major organ and is made of muscle. ▪ The heart pumps blood around the body through vessels and this can be felt as a pulse. ▪ The heart pumps blood through the lungs in order to obtain a supply of oxygen. ▪ Blood carries oxygen/essential materials to different parts of the body. ▪ During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase. ▪ Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete. ▪ An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals). ▪ Tobacco, alcohol and other 'drugs' can be harmful. ▪ All medicines are drugs, not all drugs are medicines. <p>Notes and Guidance (non-statutory): Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Exploring the work of scientists. ▪ Scientific research about the relationship between diet, exercise, drugs, lifestyle and health. ▪ Additional suggestion beyond NC2014 to support pupils working scientifically and to provide an opportunity to use ICT to collect/interpret data ▪ Observing/Measuring changes to breathing, heart beat and or pulse rates after exercise. <p>Vocabulary Heart, heartbeat, pulse, pulse rate, muscle, blood vessel, blood, lung, oxygen, carbon dioxide, circulate, circulatory system, organ Diet, exercise, drugs, lifestyle, body function, harmful, healthy, damaged, nutrients, water, transported, substances Food types: fats, sugars, starches, protein, carbohydrate, protein, vitamins and minerals. Tobacco, drugs, alcohol, balanced diet, side effect, harmful effect</p>

tadpoles and young frogs.

Light and Astronomy – How Light Travels	Electricity
<ul style="list-style-type: none"> ▪ Recognise that light appears to travel in straight lines. ▪ 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. ▪ Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes. ▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Notes and Guidance (non-statutory): Pupils should build on the work in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Deciding [observe/explore] where to place rear-view mirrors on cars. ▪ Designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. ▪ Investigating the relationship between light sources, objects and shadows by using shadow puppets. ▪ Extend their experience [explore and observe] of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur). <p>Vocabulary see, seen, light source, eyes, travel, shadow, opaque, block, reflect, reflection, mirror, direction light travelling, light beam, straight lines, cast, periscope, rear-view mirror, object, shadow puppet, rainbow, colours, bend, split</p>	<ul style="list-style-type: none"> ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ▪ 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. ▪ Use recognised symbols when representing a simple circuit in a diagram. ▪ Circuit diagrams can be used to construct a variety of more complex circuits predicting whether they will 'work'. <p>Notes and Guidance (non-statutory): Building on their work in Year 4, pupils should construct simple series circuits, to help them answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.</p> <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> ▪ Systematically identifying the effect of changing one [thing] component at a time in a circuit. ▪ Designing and making a set of traffic lights, a burglar alarm or some other useful circuit. <p>Vocabulary cell (battery), wire, bulb, bulb holder, buzzer, motor, switch (open/closed), complete circuit, electrical conductor, electrical insulator, component, circuit symbol, circuit diagram, standard symbols, voltage, connection, component, break, fault, devices, appliances, mains electricity, safety, common materials e.g. metal, wood, plastic, Expressions for making suggestions using 'if', 'might', 'could' connection, mains, wire, break, Comparative expressions e.g. brighter, less bright (bulbs); faster, slower (motors) <i>Note words which have a different meaning in other contexts e.g. circuit, break, bulb, fault.</i></p>