



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 1 content

| MODULE 1: Our bodies and health | L.O.M.C.E. content   |
|---------------------------------|--|
| <b>UNIT 1: MY BODY</b>          |  |
| My body                         | Knowledge of the human body.   |
| Parts of my body                | Identify and locate the external parts of the body.  |
| Joints                          | Describe muscles, bones and the function of joints.  |
| My Skeleton                     |  |
| My Muscles                      |  |
| I grow                          | Knowledge of oneself and others.   |
| Emotions                        | Be able to analyse one's own feelings and respect others.  |
| Let's work together!            | * Planning of projects and the presentation of reports.  |
|                                 | * Group work.  |
|                                 | * The use of different sources of information (by observation or by research).                                   |
|                                 | * Using information technology to search for and select information, simulate processes and present conclusions. |
| Experiment time!                | * Develop habits that prevent illnesses and accidents in the classroom and the school.                           |
|                                 | * Introduction to scientific enquiry, experimental approach to observation.                                      |
| Let's revise!                   | * Study techniques; developing work habits, effort and responsibility.   |
|                                 | * Individual work.   |
| <b>UNIT 2: MY SENSES</b>        |  |
| My face                         | Identify the five senses and locate the corresponding organs.  |
| Senses                          |  |
| See                             |  |
| Hear                            |  |
| Smell                           |  |
| Taste                           |  |
| Touch                           |  |
| Let's work together!            | * Planning of projects and the presentation of reports.  |
|                                 | * Group work.  |
|                                 | * Using of different sources of information (by observation or by research).                                     |
|                                 | * Using information technology to search for and select information, simulate processes and present conclusions. |
| Experiment time!                | * Develop habits that prevent illnesses and accidents in the classroom and in the school.                        |
|                                 | * Using diverse materials, bearing in mind safety rules.   |
|                                 | * Introduction to scientific enquiry, experimental approach to observation.                                      |
| Let's revise!                   | * Study techniques; developing work habits, effort and responsibility.   |
|                                 | * Individual work.   |



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| MODULE 1: Our bodies and health        | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 3: HEALTHY BODIES</b>          |   |
| Healthy bodies                         | <i>Adopt habits necessary for personal hygiene, care and rest.</i>  |
| Healthy food                           | <i>Know about the benefits of a healthy diet.</i>   |
| Before and after eating                | <i>Identify and value healthy habits to prevent diseases.</i>   |
| Healthy bones and muscles              | <i>Know about the benefits of exercise and a healthy diet.</i>  |
| Healthy senses                         | <i>Know about the consequences of certain lifestyles.</i>   |
| Hygiene                                | <i>Adopt habits necessary for personal hygiene, care and rest.</i>  |
| Being ill                              | <i>Looking after our health.</i>  |
| Let's work together!                   | <i>* Planning of projects and the presentation of reports..</i>   |
|  | <i>* Group work.</i>  |
|  | <i>* Using different sources of information (by observation or by research).</i>  |
|  | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!                       | <i>* Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>                        |
|  | <i>* Using diverse materials, bearing in mind safety rules.</i>   |
|  | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>                                      |
| Let's revise!                          | <i>* Study techniques; developing work habits, effort and responsibility.</i>   |
|  | <i>* Individual work.</i>   |
| <b>MY DICTIONARY</b>                   |   |
| <b>MY BIG PROJECT: My dental diary</b> |   |
| <b>APPENDIX I</b>                      |   |
| Reproduction                           |   |
| Respiratory and circulatory system     |   |



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## Think Do Learn Natural Sciences 1 content

| MODULE 2: Living things      | L.O.M.C.E. content  |
|------------------------------|---|
| <b>UNIT 4: LIVING THINGS</b> |   |
| Introduction                 |   |
| Living things                | <i>Classification of living things: distinguish between living and non-living things.</i>                               |
| Life cycles                  |   |
| Animals                      | <i>Explain what differentiates wild and domestic animals.</i>   |
|                              | <i>Observe and identify various animals belonging to these groups.</i>  |
| Animals move                 | <i>Identify the characteristics that differentiate animals from other living things.</i>                                |
| Adaptation                   | <i>The animal kingdom: general characteristics.</i>   |
| Nutrition                    |   |
| Reproduction                 |   |
| Let's work together!         | <i>* Planning of projects and the presentation of reports.</i>  |
|                              | <i>* Group work.</i>  |
|                              | <i>* Using different sources of information (by observation or by research).</i>  |
|                              | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!             | <i>* Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>                        |
|                              | <i>* Using diverse materials, bearing in mind safety rules.</i>   |
|                              | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>                                      |
| Let's revise!                | <i>* Study techniques; developing work habits, effort and responsibility.</i>   |
|                              | <i>* Individual work.</i>   |



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## Think Do Learn Natural Sciences 1 content

| MODULE 2: Living things                         | L.O.M.C.E. content  |
|---|---|
| <b>UNIT 5: ANIMALS</b>                          |   |
| Animals   |   |
| Mammals   | <i>The animal kingdom.<br/>Identify the characteristics that differentiate vertebrate and invertebrate animals.</i>     |
| Birds   |   |
| Reptiles  |   |
| Amphibians                                      |   |
| Fish  |   |
| Insects   |   |
| Taking care of animals                          | <i>Learn about habits of respect and care for living things.</i>  |
| Let's work together!                            | <i>* Planning of projects and the presentation of reports.</i>  |
|   | <i>* Group work.</i>  |
|   | <i>* Using different sources of information (by observation or by research).</i>  |
|   | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!                                | <i>* Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>                        |
|   | <i>* Using diverse materials, bearing in mind safety rules.</i>   |
|   | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>                                      |
| Let's revise!                                   | <i>* Study techniques; developing work habits, effort and responsibility.</i>   |
|   | <i>* Individual work.</i>   |
| <b>MY DICTIONARY</b>                            |   |
| <b>MY BIG PROJECT: My living things project</b> |   |
| <b>APPENDIX II</b>                              |   |
| Food chains and environment                     |   |
| Ecosystems                                      |   |



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## Think Do Learn Natural Sciences 1 content

| MODULE 2: Living things     | L.O.M.C.E. content  |
|-----------------------------|---|
| <b>UNIT 6: PLANTS</b>       |   |
| Plants                      | <i>Know about the parts of a plant (roots, stem and leaves).</i>  |
| The life cycle of plants    | <i>Identify and observe the characteristics of plants.</i>  |
| What plants need            | <i>Know about the care needed by plants.</i>  |
| Plants in their environment | <i>Identify and observe the characteristics of different types of plants (tree, bush and grasses).</i>                  |
| Types of plants             |   |
| What plants give us         | <i>Learn about habits of respect and care for living things.</i>  |
| Wild and cultivated plants  | <i>Observe some wild plants and some cultivated plants.</i>   |
| Let's work together!        | <i>* Planning of projects and the presentation of reports.</i>  |
|                             | <i>* Group work.</i>  |
|                             | <i>* Using different sources of information (by observation or by research).</i>  |
|                             | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!            | <i>* Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>                        |
|                             | <i>* Using diverse materials, bearing in mind safety rules.</i>   |
|                             | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>                                      |
| Let's revise!               | <i>* Study techniques; developing work habits, effort and responsibility.</i>   |
|                             | <i>* Individual work.</i>   |



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## Think Do Learn Natural Sciences 1 content

| MODULE 3: Matter and energy      | L.O.M.C.E. content   |
|----------------------------------|--|
| <b>UNIT 7: MATTER AND ENERGY</b> |  |
| Materials                        | <i>Study and classification of some materials according to their properties. Use of some advances, products and materials for the progress of society.</i> |
| Properties of materials          |  |
| Materials change                 | <i>Prediction of the changes in the movement or shape of bodies caused by forces.</i>  |
| Waterproof materials             | <i>Study and classification of materials by their properties.</i>  |
| Magnetism                        | <i>Electricity: the electric current.</i>  |
| Let's work together!             | <i>* Planning of projects and the presentation of reports.</i>   |
|                                  | <i>* Group work.</i>   |
|                                  | <i>* Using different sources of information (by observation or by research).</i>   |
|                                  | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i>                                    |
| Experiment time!                 | <i>* Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>   |
|                                  | <i>* Using diverse materials, bearing in mind safety rules.</i>  |
|                                  | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>   |
| Let's revise!                    | <i>* Study techniques; developing work habits, effort and responsibility.</i>  |
|                                  | <i>* Individual work.</i>  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 1 content

| MODULE 3: Matter and energy                     | L.O.M.C.E. content   |
|---|--|
| <b>UNIT 8: TECHNOLOGY: OBJECTS AND MACHINES</b> |  |
| Tools   | <i>Tools and machines. Types of machines in daily life and their utility.</i>  |
| Simple machines                                 |  |
| Complex machines                                |  |
| Important inventions                            | <i>Important discoveries and inventions.</i>   |
| Let's work together!                            | * <i>Planning of projects and the presentation of reports.</i>   |
|   | * <i>Group work.</i>   |
|   | * <i>Using different sources of information (by observation or by research).</i>   |
|   | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>                                    |
| Experiment time!                                | * <i>Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>   |
|   | * <i>Using diverse materials, bearing in mind safety rules.</i>  |
|   | * <i>Introduction to scientific enquiry, experimental approach to observation.</i>   |
| Let's revise!                                   | * <i>Study techniques; developing work habits, effort and responsibility.</i>  |
|   | * <i>Individual work.</i>  |
| <b>MY DICTIONARY</b>                            |  |
| <b>MY BIG PROJECT: Mend Coco's umbrella!</b>    |  |
| <b>APPENDIX III</b>                             |  |
| Materials in houses                             | <i>Study and classification of some materials according to their properties. Use of some advances, products and materials for the progress of society.</i> |
| Animal, plant or mineral materials              |  |
| Energy  | <i>Different kinds of energy. Energy sources and raw materials.</i>  |
| Floatability                                    | <i>Explanation of observable physical phenomena in terms of density differences. Floatability in a liquid medium.</i>                                      |
| Sound pollution                                 | <i>Energetic, sustainable and equitable development.</i>   |
| Reduce reuse recycle                            |  |



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\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 2 content

| MODULE 1: Our bodies and health | L.O.M.C.E. content  |
|---------------------------------|---|
| <b>UNIT 1: HUMANS</b>           |   |
| Interaction                     | <i>Interaction (senses, nervous system, locomotor system).</i>  |
| Nutrition                       | <i>Nutrition (respiratory, digestive, circulatory and excretory system).</i>  |
| Reproduction                    | <i>Reproduction (reproductive system).</i>  |
| Healthy habits                  | <i>Healthy habits to prevent diseases.</i>  |
| Let's work together!            | * <i>Planning of projects and the presentation of reports</i>   |
|                                 | * <i>Group work</i>   |
|                                 | * <i>The use of different sources of information (by observation or by research)</i>                                    |
|                                 | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!                | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>                            |
|                                 | * <i>Introduction to scientific enquiry, experimental approach to observation</i>                                       |
| Let's revise!                   | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|                                 | * <i>Individual work</i>  |
| <b>UNIT 2: MY BODY</b>          |   |
| Introduction                    |   |
| Joints                          | <i>The locomotor system.<br/>Identify and locate main bones, muscles and joints.</i>                                    |
| Muscles                         |   |
| Bones                           |   |
| Locomotor system                |   |
| Let's work together!            | * <i>Planning of projects and the presentation of reports</i>   |
|                                 | * <i>Group work</i>   |
|                                 | * <i>The use of different sources of information (by observation or by research)</i>                                    |
|                                 | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!                | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>                            |
|                                 | * <i>Introduction to scientific enquiry, experimental approach to observation</i>                                       |
| Let's revise!                   | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|                                 | * <i>Individual work</i>  |



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## Think Do Learn Natural Sciences 2 content

| MODULE 2: Living things                      | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 3: ANIMALS</b>                       |   |
| Introduction                                 |   |
| Animals: vertebrates                         | <i>The animal kingdom: characteristics and classification.</i>  |
| Mammals                                      | <i>Explain the general features of the different groups of vertebrate animals: mammals, birds, reptiles, amphibians and fish.</i> |
| Birds  | <i>Explain the characteristics of invertebrate animals</i>  |
| Reptiles                                     | <i>Nutrition in the animal kingdom and its classification.</i>  |
| Amphibians                                   | <i>Classification of animals by their diet: omnivores, carnivores and herbivores.</i>   |
| Fish   | <i>Identify some animals belonging to each of these groups.</i>   |
| Nutrition: omnivores, carnivores, herbivores |   |
| Group work                                   | * <i>Planning of projects and the presentation of reports</i>   |
|  | * <i>Group work</i>   |
|  | * <i>The use of different sources of information (by observation or by research)</i>  |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>           |
| Experiment                                   | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>                                      |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation</i>   |
| Revision                                     | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|  | * <i>Individual work</i>  |
| <b>UNIT 4: PLANTS</b>                        |   |
| Introduction                                 |   |
| Plant characteristics and classification     | <i>The plant kingdom, its characteristics and classification.</i>   |
| Deciduous and perennial                      | <i>Identify and explain the differences between deciduous and coniferous plants.</i>  |
| Plant reproduction: flowers, seeds, fruit    | <i>How plants reproduce.</i>  |
| Flowering and nonflowering                   | <i>Know about the way plants reproduce (flowers, fruits and seeds).</i>   |
| Group work                                   | <i>Identify and explain the differences between plants with and without flowers</i>   |
|  | * <i>Planning of projects and the presentation of reports</i>   |
|  | * <i>Group work</i>   |
|  | * <i>The use of different sources of information (by observation or by research)</i>  |
| Experiment                                   | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>           |
|  | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>                                      |
| Revision                                     | * <i>Introduction to scientific enquiry, experimental approach to observation</i>   |
|  | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|  | * <i>Individual work</i>  |



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## Think Do Learn Natural Sciences 2 content

| MODULE 3: Matter and energy                                  | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 5: MATTER</b>  |   |
| Introduction   |   |
| Characteristics of materials                                 |   |
| Identify and describe colour, shape, plasticity, hardness... | <i>Characteristics of materials.<br/>Observe materials and characterise them according to their colour, shape, pliability, hardness, etc.<br/>Advances in materials technology and the usefulness of new materials for the progress of society.</i> |
| Materials in daily life                                      |   |
| Group work   | * <i>Planning of projects and the presentation of reports</i>   |
|  | * <i>Group work</i>   |
|  | * <i>The use of different sources of information (by observation or by research)</i>  |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>   |
| Experiment   | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>  |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation</i>   |
| Revision   | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|  | * <i>Individual work</i>  |
| MODULE 4: Technology, objects and machines                   | L.O.M.C.E. content  |
| <b>UNIT 6: MACHINES</b>                                      |   |
| Introduction   |   |
| Machines   | <i>Machines and systems.</i>  |
|  | <i>Identify everyday machines and systems and explain their functions and usefulness.</i>   |
|  | <i>Construct a simple object and explain its usefulness.</i>  |
|  | <i>Inventions and discoveries which have been important for human life.</i>   |
|  | <i>Fire. Metals melting.</i>  |
| Uses in daily life   | <i>The wheel. Locomotion.</i>   |
| Inventions: fire, metal, the wheel, locomotion, plough       | <i>The plough in land cultivation.</i>  |
| Let's work together!   | * <i>Planning of projects and the presentation of reports</i>   |
|  | * <i>Group work</i>   |
|  | * <i>The use of different sources of information (by observation or by research)</i>  |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>   |
|  | * <i>Use information technology appropriately as a leisure resource.</i>  |
|  | * <i>Be aware of security measures when using information technology.</i>   |
| Experiment time!   | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>  |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation</i>   |
| Let's revise!  | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|  | * <i>Individual work</i>  |



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## Think Do Learn Natural Sciences 2 content

| APPENDIX IV       | L.O.M.C.E. content                                 |
|-------------------|--|
| Computer          | <i>Use of information technologies.</i>            |
| Electric machines | <i>Electricity in the development of machines.</i> |
| Magnets           | <i>Relation between electricity and magnetism.</i> |



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\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 3 content

| MODULE 1: Living things       | L.O.M.C.E. content   |
|-------------------------------|--|
| <b>UNIT 1: LIVING THINGS</b>  |  |
| Life Processes                | <i>Observation and study of animals and plants</i>   |
| Animals                       | <i>Use guides to observe the characteristics and ways of living of the different types of animals and plants.</i>  |
| Humans                        | <i>Human life processes.</i>   |
| Plants                        | <i>Plant life processes.</i>   |
| Looking after living things   | <i>Learn about habits of respect and care for living things.</i>   |
| Let's work together!          | <i>* Planning of projects and the presentation of reports.</i>   |
|                               | <i>* Group work.</i>   |
|                               | <i>* The use of different sources of information (by observation or by research).</i>  |
|                               | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i>  |
| Experiment time!              | <i>* Develop habits that prevent illnesses and accidents in class and the school.</i>  |
|                               | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>   |
| Let's revise!                 | <i>* Study techniques; developing work habits, effort and responsibility.</i>  |
|                               | <i>* Individual work.</i>  |
| <b>UNIT 2: ANIMALS</b>        |  |
| Vertebrates and invertebrates | <i>Vertebrate and invertebrate animals: classification and characteristics</i><br><i>Use guides to observe the characteristics and ways of living of the different types of animals.</i> |
| Vertebrate groups             |  |
| Invertebrate groups           |  |
| Nutrition and reproduction    | <i>Observation and study of animals.</i>   |
| Let's work together!          | <i>* Planning of projects and the presentation of reports.</i>   |
|                               | <i>* Group work.</i>   |
|                               | <i>* Using different sources of information (by observation or by research).</i>   |
|                               | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i>  |
| Experiment time!              | <i>* Develop habits that prevent illnesses and accidents in class and the school.</i>  |
|                               | <i>* Using diverse materials, bearing in mind safety rules.</i>  |
|                               | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>   |
| Let's revise!                 | <i>* Study techniques; developing work habits, effort and responsibility.</i>  |
|                               | <i>* Individual work.</i>  |



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## Think Do Learn Natural Sciences 3 content

| MODULE 1: Living things          | L.O.M.C.E. content  |
|----------------------------------|---|
| <b>UNIT 3: PLANTS</b>            |   |
| Parts of a plant                 | <i>Plants, their structure and physiology.</i>  |
| Plant nutrition and reproduction | <i>Observe and identify the characteristics of different groups of plants.</i>  |
| Types of plants                  |   |
| Plants and us                    |   |
| Let's work together!             | * <i>Planning of projects and the presentation of reports.</i>  |
|                                  | * <i>Group work.</i>  |
|                                  | * <i>Using different sources of information (by observation or by research).</i>  |
|                                  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!                 | * <i>Develop habits that prevent illnesses and accidents in class and the school.</i>                                   |
|                                  | * <i>Using diverse materials, bearing in mind safety rules.</i>   |
|                                  | * <i>Introduction to scientific enquiry, experimental approach to observation.</i>                                      |
| Let's revise!                    | * <i>Study techniques; developing work habits, effort and responsibility.</i>   |
|                                  | * <i>Individual work.</i>   |
| <b>PICTURE DICTIONARY</b>        |   |
| <b>APPENDIX I</b>                |   |
| Classification: kingdoms         | <i>Living things: characteristics and classification.</i>   |
| Food chains                      | <i>Interaction among living things: food chains.</i>  |
| Food chains and ecosystems       | <i>Characteristics and components of an ecosystem.</i>  |



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## Think Do Learn Natural Sciences 3 content

| MODULE 2: Our bodies and health              | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 4: OUR SYSTEMS</b>                   |   |
| Our systems                                  |   |
| Our senses and nervous system                | <i>Know the functions of sense organs, their possible problems and the care that they require.</i>  |
| Our locomotor system                         | <i>Know about the systems involved in interaction (sense organs, locomotor system and nervous system), nutrition (respiratory, digestive, circulatory and excretory system) and reproduction (reproductive system).</i> |
| Our circulatory system                       |   |
| Our respiratory system                       |   |
| Let's work together!                         | * <i>Planning of projects and the presentation of reports.</i>  |
|  | * <i>Group work.</i>  |
|  | * <i>Using different sources of information (by observation or by research).</i>  |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>   |
| Experiment time!                             | * <i>Develop habits that prevent illnesses and accidents in class and the school.</i>   |
|  | * <i>Using diverse materials, bearing in mind safety rules.</i>   |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation.</i>  |
| Let's revise!                                | * <i>Study techniques; developing work habits, effort and responsibility.</i>   |
|  | * <i>Individual work.</i>   |
| <b>UNIT 5: DIET, DIGESTION AND EXCRETION</b> |   |
| Diet, digestion and excretion                |   |
| The nutrients in food                        | <i>Know about the principles of a balanced diet.</i>  |
| A healthy diet                               | <i>Recognise the importance of a healthy diet.</i>  |
| Our digestive and excretory systems          | <i>Describe the main features of the digestive system.</i>  |
|  | <i>Identify and locate the organs that constitute the digestive system (oesophagus, mouth, stomach, small intestine and large intestine).</i>   |
| Healthy habits                               | <i>Healthy habits to prevent diseases.</i>  |
| Let's work together!                         | * <i>Planning of projects and the presentation of reports.</i>  |
|  | * <i>Group work.</i>  |
|  | * <i>Using different sources of information (by observation or by research).</i>  |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>   |
| Experiment time!                             | * <i>Develop habits that prevent illnesses and accidents in class and the school.</i>   |
|  | * <i>Using diverse materials, bearing in mind safety rules.</i>   |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation.</i>  |
| Let's revise!                                | * <i>Study techniques; developing work habits, effort and responsibility.</i>   |
|  | * <i>Individual work.</i>   |
| <b>PICTURE DICTIONARY</b>                    |   |
| <b>APPENDIX II</b>                           |   |
| First aid                                    | <i>Knowledge of the basic first aid interventions.</i>  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 3 content

| MODULE 3: Matter and energy                                 | L.O.M.C.E. content   |
|---|--|
| <b>UNIT 6: MATTER</b>                                       |  |
| Matter  | States of matter<br>Observe the properties of solids, liquids and gases.   |
| Water   | Identify water in its three states.  |
| Mixtures  | Pure substances and mixtures.<br>Make some mixtures and explain their characteristics.   |
| Waste   | Energetic, sustainable and equitable development.  |
| Let's work together!  | * Planning of projects and the presentation of reports.  |
|   | * Group work.  |
|   | * Using different sources of information (by observation or by research).  |
|   | * Using information technology to search for and select information, simulate processes and present conclusions.   |
| Experiment time!  | * Develop habits that prevent illnesses and accidents in the classroom and in the school.  |
|   | * Using diverse materials, bearing in mind safety rules.   |
|   | * Introduction to scientific enquiry, experimental approach to observation.  |
| Let's revise!   | * Study techniques; developing work habits, effort and responsibility.   |
|   | * Individual work.   |
| <b>PICTURE DICTIONARY</b>                                   |  |
| <b>APPENDIX III</b>   |  |
| Energy  | Energy. Different kinds of energy. Energy sources and raw materials: their origin. Renewable and non-renewable energy sources.                                       |
| Forces and effects  | Prediction of the changes in the movement or shape of bodies caused by forces.   |
| Floatability and density                                    | Explanation of observable physical phenomena in terms of density differences. Floatability in a liquid medium.   |
| Changes of state (changes with light, sound and combustion) | Planning and realization of experiments to study the properties of common materials and their behaviour in presence of light, sound, heat, humidity and electricity. |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 3 content

| MODULE 4: Technology, objects and machines | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 7: MACHINES AND INVENTIONS</b>     |   |
| Machines and inventions                    |   |
| Machines and energy                        | <i>Describe some everyday machines and systems explaining their components, functions and usefulness.</i>               |
| Inventions: the printing press             | <i>Important discoveries and inventions.</i>  |
| Inventions: the steam engine               |   |
| Inventions: the telegraph                  |   |
| People and machines                        | <i>Machines and systems in daily life.</i>  |
| Machines safety                            |   |
| Let's work together!                       | <i>* Planning of projects and the presentation of reports.</i>  |
|  | <i>* Group work.</i>  |
|  | <i>* Using different sources of information (by observation or by research).</i>  |
|  | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i> |
| Experiment time!                           | <i>* Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>                        |
|  | <i>* Using diverse materials, bearing in mind the rules of safety.</i>  |
|  | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>                                      |
| Let's revise!                              | <i>* Study techniques; developing work habits, effort and responsibility.</i>   |
|  | <i>* Individual work.</i>   |
| <b>PICTURE DICTIONARY</b>                  |   |
| <b>APPENDIX IV</b>                         |   |
| Pulley, inclined plane, wheel, axel, lever | <i>Creation with modulated pieces of simple structures that have a function to solve a problem.</i>                     |
| Computer                                   | <i>Science: present and future of society.</i>  |
|  | <i>Benefits and risks of technologies and products.</i>   |
| Magnets and Compasses                      | <i>Relationship between electricity and magnetism.</i>  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 4 content

| MODULE 1: Living things                             | L.O.M.C.E. content   |
|---|--|
| <b>UNIT 1: ANIMALS AND PLANTS</b>                   |  |
| Introduction  |  |
| Vertebrates   |  |
| Nutrition, reproduction, respiration in vertebrates | <i>Vertebrate animals. Explain the nutrition, respiration and reproduction in mammals, birds, reptiles, amphibians and fish.</i> |
| Invertebrates                                       | <i>Invertebrate animals. Their classification.</i>   |
| Classification of invertebrates                     | <i>Identify, observe and explain the characteristics of the different groups of invertebrate animals.</i>                        |
| Plants: nutrition, reproduction, photosynthesis     | <i>Plants. Explain nutrition and reproduction in plants. Photosynthesis. Explain its importance for life on Earth.</i>           |
| Let's work together!                                | <i>* Planning of projects and the presentation of reports</i>  |
|   | <i>* Group work</i>  |
|   | <i>* The use of different sources of information (by observation or by research)</i>   |
|   | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i>          |
| Experiment time!                                    | <i>* Develop habits that prevent illnesses and accidents in the classroom and the school</i>                                     |
|   | <i>* Introduction to scientific enquiry, experimental approach to observation</i>  |
| Let's revise!                                       | <i>* Study techniques; developing work habits, effort and responsibility</i>   |
|   | <i>* Individual work</i>   |
| MODULE 2: Our bodies and health                     | L.O.M.C.E. content   |
| <b>UNITS 2 &amp; 3: BODY SYSTEMS</b>                |  |
| Introduction  |  |
| Circulatory system                                  | <i>The circulatory system: Identify the main characteristics of the circulatory system.</i>                                      |
|   | <i>Explain the functions of the heart, the veins and the arteries.</i>   |
| Respiratory system                                  | <i>The respiratory system. Identify the main characteristics of the respiratory system.</i>                                      |
|   | <i>Explain the functions of the lungs, the bronchi and the trachea.</i>  |
| Reproductive system                                 | <i>The reproductive system.</i>  |
|   | <i>Identify the main characteristics of the male and female reproductive systems.</i>  |
|   | <i>Explain the general processes of fertilisation, embryonic development and (giving) birth.</i>                                 |
| Health and illness                                  | <i>Health and disease.</i>   |
|   | <i>Know some illnesses that affect human beings.</i>   |
|   | <i>Identify and value healthy habits to prevent those illnesses.</i>   |
| Let's work together!                                | <i>* Planning of projects and the presentation of reports</i>  |
|   | <i>* Group work</i>  |
|   | <i>* The use of different sources of information (by observation or by research)</i>   |
|   | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i>          |
| Experiment time!                                    | <i>* Develop habits that prevent illnesses and accidents in the classroom and the school</i>                                     |
|   | <i>* Introduction to scientific enquiry, experimental approach to observation</i>  |
| Let's revise!                                       | <i>* Study techniques; developing work habits, effort and responsibility</i>   |
|   | <i>* Individual work</i>   |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 4 content

| MODULE 3: Matter and energy                                  | L.O.M.C.E. content   |
|--|--|
| <b>UNIT 4: MATTER</b>  |  |
| Introduction   |  |
| Classification of materials                                  | <i>The study and classification of some materials.</i>   |
| Properties of materials (hardness, solubility, conductivity) | <i>Observe, identify, describe and classify some materials by their properties (hardness, solubility, level of aggregation and thermic conductivity).</i>  |
| Thermal conductivity (property of materials to conduct heat) | <i>The weight of a body.<br/>Use different procedures to measure the weight of a body.<br/>Floatability of bodies in a liquid medium.<br/>Identify and explain what makes things float in a liquid medium.</i> |
| Let's work together!   | * <i>Planning of projects and the presentation of reports</i>  |
|  | * <i>Group work</i>  |
|  | * <i>The use of different sources of information (by observation or by research)</i>   |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>  |
| Experiment time!   | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>   |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation</i>  |
| Let's revise!  | * <i>Study techniques; developing work habits, effort and responsibility</i>   |
|  | * <i>Individual work</i>   |
| <b>UNIT 5: FORCES</b>  |  |
| Introduction   |  |
| Forces   | <i>Changes in the movement of bodies when a force is applied.<br/>Archimedes' machines.</i>  |
| Weight   |  |
| Archimedes   |  |
| Movement and forces  |  |
| Let's work together!   | * <i>Planning of projects and the presentation of reports</i>  |
|  | * <i>Group work</i>  |
|  | * <i>The use of different sources of information (by observation or by research)</i>   |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>  |
| Experiment time!   | <i>Carry out simple experiments to predict the changes in the movement, shape or state of bodies when a force is applied.</i>  |
| Let's revise!  | * <i>Study techniques; developing work habits, effort and responsibility</i>   |
|  | * <i>Individual work</i>   |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 4 content

| MODULE 4: Technology, objects and machines | L.O.M.C.E. content   |
|--|--|
| <b>UNIT 6: MACHINES</b>                    |  |
| Introduction                               |  |
| Machines as tools                          | <p><i>Construction of systems and structures that can be used to solve a problem.<br/>Machines that make human beings' lives easier.<br/>Observe and explore the usefulness of the lever, the tackle and the inclined plane.<br/>Important inventions and discoveries:<br/>Archimedes' machines.<br/>Newton and gravity.</i></p> |
| Machines in daily life                     |  |
| Pulley                                     |  |
| Lever                                      |  |
| Inclined plane                             |  |
| Archimedes machines                        |  |
| Newton and gravity                         |  |
| Let's work together!                       |  |
| Experiment time!                           | <p>* <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i></p> <p>* <i>Introduction to scientific enquiry, experimental approach to observation</i></p>   |
| Let's revise!                              | <p>* <i>Study techniques; developing work habits, effort and responsibility</i></p> <p>* <i>Individual work</i></p>  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 5 content

| STARTER MODULE: Our bodies and health    | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 0: The human body and health</b> |   |
| The human body and health                |   |
| What are our bodies made of?             | <i>Human body and its functioning. Anatomy and physiology. Systems. Human life processes.</i> |
| How do organs work together?             |   |
| How can we be healthy?                   | <i>Healthy habits to prevent diseases.</i>  |
| Let's revise!                            | * Study techniques; developing work habits, effort and responsibility.<br>* Individual work.  |
| Let's study!                             |   |
| <b>APPENDIX I</b>                        |   |
| Alcohol and drugs                        | <i>Responsible behaviour. Damaging effects of alcohol and drugs.</i>                          |

## Think Do Learn Natural Sciences 5 content

| MODULE 1: Living things                          | L.O.M.C.E. content   |
|--|--|
| <b>UNIT 1: THE ORGANISATION OF LIVING THINGS</b> |  |
| What do living things do?                        | <i>The structure and organisation of living things.</i>  |
| What are living things made up of?               | <i>Identify and describe the structure of living things: cells, tissues and systems, identifying the main characteristics and functions of each of them.</i> |
| How are animals organised?                       | <i>The structure and organisation of living things.</i>  |
| How are plants organised?                        |  |
| What systems do living things have?              |  |
| Let's work together!                             | * Planning of projects and the presentation of reports.  |
|  | * Group work.  |
|  | * Using different sources of information (by observation or by research).  |
| Experiment time!                                 | * Using information technology to search for and select information, simulate processes and present conclusions.   |
|  | * Develop habits that prevent illnesses and accidents in the classroom and in the school.  |
|  | * Using diverse materials, bearing in mind safety rules.   |
| Let's revise!                                    | * Introduction to scientific enquiry, experimental approach to observation.  |
|  | * Study techniques; developing work habits, effort and responsibility.   |
|  | * Individual work.   |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 5 content

| MODULE 1: Living things                                | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 2: THE CLASSIFICATION OF LIVING THINGS</b>     |   |
| How do we classify vertebrate animals?                 | <i>Classification of living things into kingdoms (animals, plants, fungi and others).</i>   |
| What other groups of vertebrates are there?            |   |
| How do we classify invertebrate animals?               |   |
| How can we classify plants?                            |   |
| What are the Monera, Fungi and Protista kingdoms like? |   |
| Explain the relationship between living things         | <i>Identify and explain the relationships between living things.</i><br><i>Food chains; colonies, communities and ecosystems.</i> |
| Let's work together!                                   | <i>* Planning of projects and the presentation of reports.</i>  |
|  | <i>* Group work.</i>  |
|  | <i>* Using different sources of information (by observation or by research).</i>  |
|  | <i>* Using information technology to search for and select information, simulate processes and present conclusions.</i>           |
| Experiment time!                                       | <i>* Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>                                  |
|  | <i>* Using diverse materials, bearing in mind safety rules.</i>   |
|  | <i>* Introduction to scientific enquiry, experimental approach to observation.</i>  |
| Let's revise!  | <i>* Study techniques; developing work habits, effort and responsibility.</i>   |
|  | <i>* Individual work.</i>   |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 5 content

| MODULE 1: Living things                  | L.O.M.C.E. content   |
|--|--|
| <b>UNIT 3: ECOSYSTEMS</b>                |  |
| What's an ecosystem?                     | Recognise some ecosystems: meadow, pool, littoral and city, and know which living things live in which.          |
| What are trophic relationships?          | Food chains.   |
| How do we classify ecosystems?           | Observe and identify the main characteristics and components of an ecosystem.                                    |
|  | Observe and identify the different habitats of living things.  |
| What's the biosphere?                    | The biosphere: different habitats of living things.  |
| Why do ecosystems change?                | Identify and explain some of the reasons for animals' extinction.  |
| Let's work together!                     | * Planning of projects and the presentation of reports.  |
|  | * Group work.  |
|  | * Using different sources of information (by observation or by research).  |
|  | * Using information technology to search for and select information, simulate processes and present conclusions. |
| Experiment time!                         | * Develop habits that prevent illnesses and accidents in the classroom and in the school.                        |
|  | * Using diverse materials, bearing in mind safety rules.   |
|  | * Introduction to scientific enquiry, experimental approach to observation.                                      |
| Let's revise!                            | * Study techniques; developing work habits, effort and responsibility.   |
|  | * Individual work.   |
| <b>GLOSSARY</b>                          |  |
| <b>APPENDIX I</b>                        |  |
| Plants (classification + photosynthesis) | Plants: structure and physiology. The photosynthesis and its importance for life in the Earth.                   |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 5 content

| MODULE 2: Matter and energy            | L.O.M.C.E. content   |
|--|--|
| <b>UNIT 4: ENERGY</b>                  |  |
| How many forms of energy are there?    | <i>Identify and explain some of the main characteristics of the different kinds of energy: mechanical, light, sound, electrical, thermal and chemical.<br/>Carry out different experiments to study the properties of the materials of common usage and their behaviour with light, sound, heat, humidity and electricity.</i> |
| How do the six forms of energy differ? |  |
| What happens to energy when it's used? |  |
| How do we measure the energy in food?  | <i>Energy sources and raw materials. Renewable and non-renewable energies.<br/>Identify and explain some of the main characteristics of renewable and non-renewable energies, identifying the different sources of energy and raw materials and the source of them.</i>  |
| How are sources of energy classified?  |  |
| How can we protect our planet?         | <i>Use of energy. Energy-saving habits.</i>  |
| Let's work together!                   | * <i>Planning of projects and the presentation of reports.</i>   |
|  | * <i>Group work.</i>   |
|  | * <i>Using different sources of information (by observation or by research).</i>   |
| Experiment time!                       | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>  |
|  | * <i>Develop habits that prevent illnesses and accidents in the classroom and in the school.</i>   |
|  | * <i>Using diverse materials, bearing in mind safety rules.</i>  |
| Let's revise!                          | * <i>Introduction to scientific enquiry, experimental approach to observation.</i>   |
|  | * <i>Study techniques; developing work habits, effort and responsibility.</i>  |
|  | * <i>Individual work.</i>  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 5 content

| MODULE 2: Matter and energy   | L.O.M.C.E. content   |
|---|--|
| <b>UNIT 5: HEAT AND LIGHT</b>   |  |
| How does thermal energy travel through objects?                         | Identify and explain some of the main characteristics of the different kinds of energy: mechanical, light, sound, electrical, thermal and chemical.  |
| What are the effects of thermal energy?                                 | Effects of heat on bodies.   |
|   | Observe and explain the effects of heat on temperature augmentation and dilatation of some materials.<br>Carry out different experiences to study the properties of common use materials and their behaviour towards light, sound, heat, humidity and electricity. |
| What's light and how do we use it?                                      | Light as an energy source.   |
|   | Identify and explain some of the main characteristics of the different kinds of energy: light.   |
| What are the basic laws of light?                                       | Carry out different experiences to study the properties of common use materials and their behaviour towards light, sound, heat, humidity and electricity.  |
|   | Know about the basic laws that rule phenomena: reflection of light   |
| How is light transformed into heat?                                     | Observe phenomena of electricity and its effects (light and heat).   |
| Let's work together!  | * Planning of projects and the presentation of reports.  |
|   | * Group work.  |
|   | * Using different sources of information (by observation or by research).  |
|   | * Using information technology to search for and select information, simulate processes and present conclusions.   |
| Experiment time!  | * Develop habits that prevent illnesses and accidents in the classroom and in the school.  |
|   | * Using diverse materials, bearing in mind safety rules.   |
|   | * Introduction to scientific enquiry, experimental approach to observation.  |
| Revision  | * Study techniques; developing work habits, effort and responsibility.   |
|   | * Individual work.   |
| <b>GLOSSARY</b>   |  |
| <b>APPENDIX II</b>  |  |
| Matter (properties, floatability, forces, mixtures, chemical reactions) | Explanation of observable physical phenomena in terms of density differences. Floatability in a liquid medium.   |
|   | Separation of the components of a mixture by distillation, filtration, evaporation or dissolution.   |
|   | Chemical reactions: combustion, oxidation and fermentation.  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 5 content

| MODULE 3: Technology, objects and machines | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 6: ELECTRICITY AND INVENTIONS</b>  |   |
| What's electricity?                        | Electricity in the development of machines.<br>Observe phenomena of electricity and its effects (light and heat). The attraction and repulsion of electric charges.                           |
| What's electric current?                   | Electricity: electric current.  |
| Why do we need electric circuits?          | Observe and identify the elements of an electric system and build one.  |
| How do we use electricity?                 | Electricity and the development of machines.<br>Important discoveries and inventions.   |
| Who was Thomas Edison?                     | Thomas Edison (the electric light bulb).  |
| Let's work together!                       | * Planning of projects and the presentation of reports.   |
|  | * Group work.   |
|  | * Using different sources of information (by observation or by research).<br>* Using information technology to search for and select information, simulate processes and present conclusions. |
| Experiments time!                          | * Develop habits that prevent illnesses and accidents in the classroom and in the school.   |
|  | * Using diverse materials, bearing in mind safety rules.  |
|  | * Introduction to scientific enquiry, experimental approach to observation.   |
| Let's revise!                              | * Study techniques; developing work habits, effort and responsibility.  |
|  | * Individual work.  |
| <b>GLOSSARY</b>                            |   |
| <b>APPENDIX III</b>                        |   |
| Pulley, inclined plane, crank, wheel       | Creation with modulated pieces of simple structures that have a function to solve a problem.  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 6 content

| MODULE 1: Our bodies and health                   | L.O.M.C.E. content  |
|---|---|
| <b>UNIT 1: SENSES AND NERVES</b>                  |   |
| Introduction                                      |   |
| The nervous system                                | Senses.<br>Nervous system. Nerves. Neurons. Brain.<br>Locomotor system: skeleton and muscles.                                       |
| Nerve cells                                       |   |
| How the nervous system works                      |   |
| The sense: sight, smell, taste, hearing and touch |   |
| Let's work together!                              | * Planning of projects and the presentation of reports  |
|   | * Group work  |
|   | * The use of different sources of information (by observation or by research)   |
|   | * Using information technology to search for and select information, simulate processes and present conclusions.                    |
| Experiment time!                                  | * Develop habits that prevent illnesses and accidents in the classroom and the school   |
|   | * Introduction to scientific enquiry, experimental approach to observation  |
| Let's revise!                                     | * Study techniques; developing work habits, effort and responsibility   |
|   | * Individual work   |
| <b>UNIT 2: NUTRITION</b>                          |   |
| Introduction                                      |   |
| Respiratory, circulatory, digestive, excretory    | Examples of scientific progress that have improved health.  |
| Scientific discoveries: medicine and first aid    | Identify and describe examples of scientific progress that have contributed to the improvement of health (vaccines, penicillin...). |
| Let's work together!                              | * Planning of projects and the presentation of reports  |
|   | * Group work  |
|   | * The use of different sources of information (by observation or by research)   |
|   | * Using information technology to search for and select information, simulate processes and present conclusions.                    |
| Experiment time!                                  | * Develop habits that prevent illnesses and accidents in the classroom and the school   |
|   | * Introduction to scientific enquiry, experimental approach to observation  |
| Let's revise!                                     | * Study techniques; developing work habits, effort and responsibility   |
|   | * Individual work   |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 6 content

| MODULE 1: Our bodies and health                | L.O.M.C.E. content  |
|--|---|
| <b>UNIT 3: REPRODUCTION</b>                    |   |
| Introduction                                   |   |
| Reproduction: organs and systems               | <i>Reproduction: male and female reproductive systems. Fertilisation, embryonic development and birth.</i>  |
| Scientific discoveries: medicine and first aid |   |
| Let's work together!                           | * <i>Planning of projects and the presentation of reports</i>   |
|  | * <i>Group work</i>   |
|  | * <i>The use of different sources of information (by observation or by research)</i>  |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>   |
| Experiment time!                               | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>  |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation</i>   |
| Let's revise!                                  | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|  | * <i>Individual work</i>  |
| MODULE 2: Matter and energy                    | L.O.M.C.E. content  |
| <b>UNIT 4: MATTER</b>                          |   |
| Introduction                                   |   |
| Mixtures                                       | <i>Separation methods and mixtures.<br/>Carry out and explain the results of simple experiments of separation of components of a mixture by distillation, filtration, evaporation or dissolution.</i> |
| Separation of mixtures                         | <i>Chemical reactions: combustion, oxidation and fermentation.<br/>Expose and identify the main characteristics of chemical reactions: combustion, oxidation and fermentation.</i>                    |
| Chemical reactions                             |   |
| Let's work together!                           | * <i>Planning of projects and the presentation of reports</i>   |
|  | * <i>Group work</i>   |
|  | * <i>The use of different sources of information (by observation or by research)</i>  |
|  | * <i>Using information technology to search for and select information, simulate processes and present conclusions.</i>   |
| Experiment time!                               | * <i>Develop habits that prevent illnesses and accidents in the classroom and the school</i>  |
|  | * <i>Introduction to scientific enquiry, experimental approach to observation</i>   |
| Let's revise!                                  | * <i>Study techniques; developing work habits, effort and responsibility</i>  |
|  | * <i>Individual work</i>  |



# Think Do Learn Natural Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry)

## Think Do Learn Natural Sciences 6 content

| MODULE 2: Matter and energy                | L.O.M.C.E. content   |
|--|--|
| <b>UNIT 5: ELECTRICITY AND MAGNETISM</b>   |  |
| Introduction                               |  |
| Electricity                                |  |
| Magnetism                                  | <i>Electricity and magnetism. Earth's magnetism. The compass.<br/>Carry out simple experiments to observe the relation between electricity and magnetism.<br/>Observe the effect of a magnet on different materials. Explain the utility of a compass.</i> |
| Magnets and compasses                      |  |
| Let's work together!                       | * Planning of projects and the presentation of reports   |
|  | * Group work   |
|  | * The use of different sources of information (by observation or by research)  |
|  | * Using information technology to search for and select information, simulate processes and present conclusions.   |
| Experiment time!                           | * Develop habits that prevent illnesses and accidents in the classroom and the school  |
|  | * Introduction to scientific enquiry, experimental approach to observation   |
| Let's revise!                              | * Study techniques; developing work habits, effort and responsibility  |
|  | * Individual work  |
| MODULE 3: Technology, objects and machines | L.O.M.C.E. content   |
| <b>UNIT 6: OBJECTS AND MACHINES</b>        |  |
| Introduction                               |  |
| Discoveries                                | <i>Important inventions and discoveries. Computers. The Internet.</i>  |
| Modern machines                            | <i>The benefits and risks of technology.<br/>The treatment of texts.</i>   |
| Pros and cons of technology                | <i>Use the treatment of texts to do written works.<br/>Guided search of information online.</i>  |
| Responsible use of technology              | <i>Use information and communication technology responsibly, and control the time used in using it.</i>  |
| Let's work together!                       | * Planning of projects and the presentation of reports   |
|  | * Group work   |
|  | * The use of different sources of information (by observation or by research)  |
|  | * Using information technology to search for and select information, simulate processes and present conclusions.   |
| Experiment time!                           | * Develop habits that prevent illnesses and accidents in the classroom and the school  |
|  | * Introduction to scientific enquiry, experimental approach to observation   |
| Let's revise!                              | * Study techniques; developing work habits, effort and responsibility  |
|  | * Individual work  |