



# 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 Class Book

MODULE 1: Our bodies and health	L.O.M.C.E. content
<b>UNIT 1: MY BODY</b>	
My body	<i>Knowledge of the human body.</i>
Parts of my body	<i>Identify and locate the external parts of the body.</i>
Joints	<i>Describe muscles, bones and the function of joints.</i>
My skeleton	
My muscles	
I grow	<i>Knowledge of oneself and others.</i>
Emotions	<i>Be able to analyse one's own feelings and respect others.</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 SENSES</b>	
My face	<i>Identify the five senses and locate the corresponding organs.</i>
My senses	
See	
Hear	
Smell	
Taste	
Touch	
Let's work together!	<i>* Planning of projects and the presentation of reports.</i>
	<i>* Group work.</i>
	<i>* Using 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 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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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>
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>
<b>MY DICTIONARY</b>	
<b>MY BIG PROJECT: My dental diary</b>	



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## Think Do Learn Natural Sciences 1 Class Book

MODULE 2: Living things	L.O.M.C.E. content
<b>UNIT 4: LIVING THINGS</b>	
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 Class Book

MODULE 2: Living things	L.O.M.C.E. content
<b>UNIT 5: ANIMALS</b>	
Animals	
Mammals	<p><i>The animal kingdom.</i> <i>Identify the characteristics that differentiate vertebrate and invertebrate animals.</i></p>
Birds	
Reptiles	
Amphibians	
Fish	
Insects	
Taking care of animals	<p><i>Learn about habits of respect and care for living things.</i></p>
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 Class Book

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>
<b>MY DICTIONARY</b>	
<b>MY BIG PROJECT: My living things project</b>	
<b>APPENDIX</b>	
Simple food chains	
Food chains	
Habitats and ecosystems	
Environment	



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

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## Think Do Learn Natural Sciences 1 Class Book

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

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## Think Do Learn Natural Sciences 1 Class Book

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>	



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## Think Do Learn Natural Sciences 2 Class Book

MODULE 1: Our bodies and health	L.O.M.C.E. content
<b>UNIT 1: NUTRITION AND INTERACTION</b>	
Our digestive system and food	<i>Nutrition (respiratory, digestive, circulatory and excretory systems)</i>
Our respiratory and circulatory systems	<i>Nutrition (respiratory, digestive, circulatory and excretory systems)</i>
Our excretory system	<i>Nutrition (respiratory, digestive, circulatory and excretory systems)</i>
Our reproductive system	<i>Reproduction (reproductive system)</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: INTERACTION</b>	
Introduction	
Our bones and muscles	<i>Locomotor system. Identify and locate main bones, muscles and joints bones, muscles and joints.</i>
Our locomotor system	<i>Locomotor system. Identify and locate main bones, muscles and joints</i>
Our senses	<i>Interaction (senses, nervous system, locomotor system)</i>
Our nervous system	<i>Interaction (senses, nervous system, locomotor system)</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>MY DICTIONARY</b>	
<b>MY BIG PROJECT: My amazing body</b>	



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## Think Do Learn Natural Sciences 2 Class Book

MODULE 2: Living things	L.O.M.C.E. content
<b>UNIT 3: ANIMALS</b>	
Classification of living things	<i>The animal kingdom: characteristics and classification. Living and non-living things</i>
Vertebrates	<i>Explain the characteristics of vertebrate animals</i>
Invertebrates	<i>Explain the characteristics of invertebrate animals</i>
Animal nutrition	<i>Animal nutrition and classification</i>
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>	
Characteristics of plants	<i>The plant kingdom: its characteristics and classification</i>
Deciduous and evergreen	<i>Identify and explain the difference between deciduous and evergreen plants</i>
Flowers, seeds and fruits	<i>Know about the way plants reproduce: flower, seeds and fruit</i>
Non-flowering plants	<i>Identify and explain the difference between plants with and without flowers.</i>
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>MY DICTIONARY</b>	
<b>MY BIG PROJECT: It's a wild world</b>	



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## Think Do Learn Natural Sciences 2 Class Book

MODULE 3: Matter and energy	L.O.M.C.E. content
<b>UNIT 5: MATTER</b>	
Natural and man-made	<i>Identify and explain the difference between natural and man-made materials</i>
Properties of materials	<i>Characteristics and properties of matter and materials</i>
Mass and volume	<i>Properties of matter: mass and volume</i>
Materials change	<i>The effects of forces on matter</i>
Uses of materials	<i>Usefulness of materials for the progress of society</i>
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	
Simple machines	<i>Classify simple and complex machines</i>
Complex machines	<i>Classify simple and complex machines</i>
Inventions and discoveries	<i>Inventions and discoveries which have been important for human life</i>
Machines at work	<i>Identify everyday machines and explain their functions and usefulness.</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>
<b>MY DICTIONARY</b>	
<b>MY BIG PROJECT: Materials and machines</b>	



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## Think Do Learn Natural Sciences 2 Class Book

### APPENDIX

Sources of energy	<i>Know and identify the different sources of energy</i>
Light	<i>Characteristics and properties of light</i>
Sound and vibrations	<i>Characteristics and properties of sound</i>
Properties of sound	<i>Characteristics and properties of sound</i>
Reduce, reuse, recycle	<i>Explain the importance of reduce, reuse and recycle for our environment</i>
Air and water pollution	<i>Explain the importance of keeping our air and water clean for our environment and living things</i>
Air and combustion experiment	<i>Conduct an experiment on the combustion of air</i>
Using scales	<i>Learn how to use scales for scientific method</i>
Gravity	<i>Introduction to gravity</i>
Technology	<i>Technology in everyday life and uses</i>
Computers and the Internet	<i>Technology in everyday life and uses. Identify the parts of a computer</i>



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

## Think Do Learn Natural Sciences 3 Class Book

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> <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 Class Book

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</b>	
Classification of living things	<i>Living things: characteristics and classification.</i>
Ecosystems and food chains	<i>Interaction among living things: food chains.</i>
	<i>Characteristics and components of an ecosystem.</i>



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## Think Do Learn Natural Sciences 3 Class Book

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>	



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## Think Do Learn Natural Sciences 3 Class Book

MODULE 3: Matter and energy	L.O.M.C.E. content
<b>UNIT 6: MATTER</b>	
Matter	States of matter Observe the properties of solids, liquids and gases.
Water	Identify water in its three states.
Mixtures	Pure substances and mixtures. 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</b>	
Changes in matter	Planning and realization of experiments to study the properties of common materials and their behaviour in presence of light, sound, heat, humidity and electricity.
Forces	Prediction of the changes in the movement or shape of bodies caused by forces.
Forms of energy	Energy. Different kinds of energy. Energy sources and raw materials: their origin. Renewable and non-renewable energy sources.
Energy changes	
Sources of energy	



# 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 Class Book

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>	



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## Think Do Learn Natural Sciences 4 Class Book

MODULE 1: Living things	L.O.M.C.E. content
<b>UNIT 1: KINGDOMS</b>	
The Animal, Plant and Fungi Kingdoms	<i>Classification of living things</i>
Cells	<i>Structure of living things</i>
The Animal Kingdom: Invertebrates	<i>Invertebrate animals: Nutrition, respiration and reproduction in mammals, birds and reptiles</i>
The Animal Kingdom: Vertebrates	<i>Vertebrate animals: Nutrition, respiration and reproduction in mammals, birds and reptiles</i>
Food chains	<i>Relationship between living things: food chains</i>
The Plant Kingdom	<i>Plant kingdom: nutrition and reproduction in Plants. Photosynthesis and importance for life on Earth</i>
Plants and animals living together	<i>Relationship between animals and plants</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 Class Book

MODULE 2: Our bodies and health	L.O.M.C.E. content
<b>UNIT 2: BODY SYSTEMS</b>	
Nutrition: The digestive and excretory systems	<i>Life processes: nutrition, interaction and reproduction</i> <i>The digestive system: Identify the main parts and characteristics of the digestive system.</i> <i>The excretory system: Identify the main parts and characteristics of the excretory system.</i>
Nutrition: The circulatory system	<i>Life processes: nutrition, interaction and reproduction</i> <i>The circulatory systems: Identify the main parts and characteristics of the circulatory system</i>
How the circulatory system works	<i>Explain the functions of the heart, veins and arteries</i>
Nutrition: The respiratory system	<i>Life processes: nutrition, interaction and reproduction</i> <i>The respiratory system: Identify the main parts and characteristics of the respiratory system. Explain the functions of the lungs, the bronchi and the trachea</i>
Interaction: The nervous and locomotor systems	<i>Life processes: nutrition, interaction and reproduction</i> <i>The locomotor system: Identify its main parts and characteristics</i> <i>The nervous system: Identify its main parts and characteristics.</i>
The reproductive system	<i>The reproductive system. Female and male reproductive organs. Development of the fetus</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 3: COMMON ILLNESSES</b>	
Healthy eating	<i>Know about the benefits and principals of a healthy and balanced diet.</i>
A healthy lifestyle	<i>Know and identify the benefits of exercise and a healthy lifestyle.</i>
Health and medicine	<i>Know and value healthy habits to prevent diseases.</i> <i>Identify and describe examples of scientific progress that have contributed to the improvement of health and medicine.</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 Class Book

MODULE 3: Matter and energy	L.O.M.C.E. content
<b>UNIT 4: MATTER</b>	
What is matter?	<i>Observe, identify, classify and describe matter by their properties</i>
Thermal insulators and conductors	<i>Observe, identify, classify and describe matter by their properties: Thermal conductivity</i>
Mixtures and solutions	<i>Learn about mixtures and solutions and separation methods</i>
Changes in matter	<i>Know and identify the changes of state in matter</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>	
Push and pull forces	<i>Identify and explain different forces and their effects.</i>
Magnetism	<i>Identify and explain different forces and their effects. Magnetism as a force</i>
Gravity and weight	<i>Identify and explain different forces and their effects. Newton and gravity. The weight of a body. Use different procedures to measure the weight of a body.</i>
Upthrust	<i>Floatability of bodies in a liquid medium. 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>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>
<b>APPENDIX</b>	
Natural and man-made materials	<i>Know the difference between natural and man-made materials</i>
Reduce, reuse, recycle	<i>Know the importance of recycling</i>
Energy sources: renewable and non-renewable	<i>Identify different sources of energy: renewable and non-renewable</i>
Light: properties and source of energy	<i>Light as source of energy. Properties of light</i>
Sound: properties	<i>Properties on sound</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 Class Book

MODULE 4: Technology, objects and machines	L.O.M.C.E. content
<b>UNIT 6: MACHINES</b>	
Simple machines: levers	<p>Identify different simple machines: lever, wheel, axel, pulley and inclined plane. Machines that make life easier. Observe and explore the usefulness of the lever</p>
Simple machines: wheel, axel and pulleys	<p>Identify different simple machines: lever, wheel, axel, pulley and inclined plane. Machines that make life easier. Observe and explore the usefulness of the wheel axel and pulley</p>
Simple machines: inclined planes	<p>Identify different simple machines: lever, wheel, axel, pulley and inclined plane. Machines that make life easier. Observe and explore the usefulness of the inclined plane</p>
Archimedes' simple machines	<p>Important inventions and discoveries: Archimedes' machines</p>
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 5 Class Book

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. * Individual work.
Let's study!	
<b>APPENDIX</b>	
What are the effects of cigarettes, drugs and alcohol?	<i>Responsible behaviour. Damaging effects of alcohol and drugs.</i>
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).
	* 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.



# 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 Class Book

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?	
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 Class Book

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</b>	
What are the parts of plants?	Plants: structure and physiology. The photosynthesis and its importance for life in the Earth.
How do plants make their food?	



# 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 Class Book

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. 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. 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 Class Book

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.
	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.
Let's revise!	* Study techniques; developing work habits, effort and responsibility.
	* Individual work.
<b>GLOSSARY</b>	
<b>APPENDIX</b>	
What are the properties of matter?	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.
What are pure substances and mixtures?	
What are chemical changes?	
What are forces?	
What changes do forces cause?	



# 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 Class Book

MODULE 3: Technology: objects and machines	L.O.M.C.E. content
<b>UNIT 6: ELECTRICITY AND INVENTIONS</b>	
What's electricity?	<i>Electricity in the development of machines.</i> <i>Observe phenomena of electricity and its effects (light and heat). The attraction and repulsion of electric charges.</i>
What's electric current?	<i>Electricity: electric current.</i>
Why do we need electric circuits?	<i>Observe and identify the elements of an electric system and build one.</i>
How do we use electricity?	<i>Electricity and the development of machines.</i> <i>Important discoveries and inventions.</i>
Who was Thomas Edison?	<i>Thomas Edison (the electric light bulb).</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>GLOSSARY</b>	



# 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 Class Book

STARTER MODULE: Living things	L.O.M.C.E. content
<b>UNIT 0: Living things</b>	
Living and non-living things	<i>Identify and explain the difference between living and non-living things</i>
Structure of animals and plants: cells, organs and systems.	<i>Structure of living things.</i>
Unicellular and pluricellular organisms, bacteria and microbes.	<i>Unicellular and pluricellular organisms</i>
Vertebrates and invertebrates	<i>Classification of animals: vertebrates and invertebrates</i>
Classification of living things	<i>Classification of living things: Kingdoms</i>
Photosynthesis and reproduction in plants	<i>Plants: reproduction and photosynthesis</i>
Food chains and food webs, reproduction in animals	<i>Relationship between living things: food chains. Animal reproduction: classification.</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 1: Our bodies and health	L.O.M.C.E. content
<b>UNIT 1: INTERACTION</b>	
Which organs make up the nervous system?	<i>Interaction: nervous system and senses. The nervous system: identify its main parts and characteristics</i>
How does the nervous system work?	<i>Interaction: nervous system and senses. Understand how the nervous system works</i>
How do we see and hear?	<i>Interaction: nervous system and senses. Identify the different sense organs and how we use them</i>
How do we taste and smell?	<i>Interaction: nervous system and senses. Identify the different sense organs and how we use them</i>
How can we keep our nervous system healthy?	<i>Interaction: nervous system and senses. The nervous system: identify its main parts and characteristics</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 6 Class Book

MODULE 1: Our bodies and health	L.O.M.C.E. content
<b>UNIT 2: NUTRITION</b>	
What happens when we eat?	<i>Nutrition: digestive, excretory, respiratory and circulatory systems. The digestive system: its main parts and characteristics.</i>
What happens when we breathe?	<i>Nutrition: digestive, excretory, respiratory and circulatory systems. The respiratory system: its main parts and characteristics.</i>
How does the circulatory system work?	<i>Nutrition: digestive, excretory, respiratory and circulatory systems. The circulatory system: its main parts and characteristics.</i>
What's excretion?	<i>Nutrition: digestive, excretory, respiratory and circulatory systems. The excretory system: its main parts and characteristics.</i>
Why is healthy food important?	<i>Healthy eating</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>
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 the school</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 6 Class Book

MODULE 1: Our bodies and health	L.O.M.C.E. content
<b>UNIT 3: REPRODUCTION</b>	
What are reproductive cells?	<i>Reproduction: main parts and characteristics</i>
What does the female reproductive system do?	<i>Identify the different parts of the female reproductive system</i>
What does the male reproductive system do?	<i>Identify the different parts of the male reproductive system</i>
What's fertilisation?	<i>Explain and identify stages of fertilisation, embryonic development and birth.</i>
How can medical advances help in reproduction?	<i>Medical advances and health</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: Matter and energy	L.O.M.C.E. content
<b>UNIT 4: MATTER</b>	
What are the basic laws of reflection?	<i>Explain and identify basic laws of reflection</i>
What's a mixture?	<i>Separation methods and mixtures</i>
How are mixtures separated?	<i>Separation methods and mixtures</i>
What's a chemical change?	<i>Chemical reactions: combustion, oxidation and fermentation</i>
What's oxidation?	<i>Chemical reactions: combustion, oxidation and fermentation</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 6 Class Book

MODULE 2: Matter and energy	L.O.M.C.E. content
<b>UNIT 5: ELECTRICITY AND MAGNETISM</b>	
How was electromagnetism discovered?	<i>Electricity and magnetism. The relationship between electricity and magnetism.</i>
What's a bar magnet?	<i>Electricity and magnetism. Observe the effects of a magnet on different materials.</i>
What is the Earth's magnetic field?	<i>The Earth's magnetic field.</i>
What are the effects of electricity?	<i>Electricity and its effects</i>
How are electromagnets used?	<i>The relationship between electricity and magnetism. Carry out simple experiments to observe relationship between electricity and magnetism.</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>APPENDIX</b>	
Mass and volume	<i>Properties of matter: mass and volume</i>
Forces and movement	<i>The effects of forces on bodies and movement</i>
Floatability and density	<i>The effects of forces on bodies and movement Floatability Properties of matter: density</i>
Light, heat and temperature	<i>Light, heat and temperature: properties and characteristics</i>
Sources of energy: renewable and non-renewable	<i>Different sources of energy Renewable and non-renewable sources of energy</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 Class Book

MODULE 3: Technology, objects and machines	L.O.M.C.E. content
<b>UNIT 6: OBJECTS AND MACHINES</b>	
What inventions do we use in our daily lives?	<i>Important inventions and discoveries and the application in society. The benefits and risk of technology</i>
How have inventions changed art and music?	<i>Important inventions and discoveries and the application in society.</i>
How do computers work?	<i>Parts of a computer</i>
What's the Internet?	<i>The Internet. Guided search for information online. Use information technology responsibly, and control the time using it.</i>
What's word processing?	<i>The treatment of texts. Use the treatment of texts to do written works. Use information technology responsibly, and control the time using it.</i>
Let's work together!	<i>Use the treatment of texts to do written works.</i>
	<i>Use information technology responsibly, and control the time using it.</i>
	<i>* The use of 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 the school</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>