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| **HAPPILY EVER AFTER** | |
| **COMPOSITES** | **COMPONENTS** |
| **To know the difference between living things and things that have never been alive (NC)** | To know that ‘difference’ means when things are not the same  To know that non-living things can’t breathe, eat, grow, move, reproduce and they don’t have senses  To know that some things have never been alive  To know that some things are living because they can breathe, eat, grow, move, reproduce and have senses  To know that eating gives our bodies the energy it needs to grow and be healthy  To know that humans have five senses that help them make sense of the world and these are sight, hearing, smell, taste and touch  To know that all living things eventually die |
| To identify and name a variety of birds | To know that a bird is an animal with two wings, two feet, a beak and a body covered with feathers  To know that most birds can fly  To know that birds lay eggs to reproduce babies  To know the names of some species of bird e.g. swan, robin  To know the distinguishing features that help us name birds e.g. large and white, red breast |
| **To know that humans and other animals can produce offspring and that these offspring can grow into adults (NC)** | To know that offspring are babies  To know that to reproduce means to have babies  To know that babies grow and change into adults over time |

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| **COME FLY WITH ME! ARCTIC CIRCLE** | |
| **COMPOSITES** | **COMPONENTS** |
| **To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (NC)** | To know that habitats are the places where plants and animals live  To know that most habitats include plants and animals that need each other to survive  To know the two main types of habitats are land habitats and water habitats  To know that there are many different types of habitats, from the hottest places on Earth to the coldest e.g. deserts and rainforests  To know that, over time, animals adapt or change to fit in their habitat e.g polar bears in the Arctic Circle are white to blend in with the icy landscape |
| **To identify and name a variety of plants and animals in their habitats, including micro habitats (NC)** | To know that ice covers most of the Arctic Circle all year round  To know that the habitat of the Arctic Circle does not include trees  To know that animals that live in cold habitats grow thick fur to keep them warm  To know that polar bears, reindeer, wolves, and the Arctic fox are examples of animals that live in the Arctic Circle  To know that seals and walrus are animals that live on the coast and in the sea  To know that whales and many types of fish live in the ocean  To know that a micro-habitat is a very small part of a habitat e.g. a space between rocks |
| **To learn the names of, describe weather associated with and observe changes across the four seasons (NC)** | To know that weather is the way that the air and the atmosphere feel e.g. sunny, rainy, cloudy  To know that seasons are different times of the year with different types of weather.  To know that there are four seasons in the UK i.e. spring, summer, autumn, winter |
| **To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock, and to know, describe and compare how their simple physical properties vary. Group together a variety of everyday materials on the basis of their simple physical properties (NC)** | To know that materials look and feel different and that these are known as their physical properties  To know that wood is what trees are made from  To know that plastic is man-made  To know that glass is made from sand and is man-made  To know that there are many different types of metal e.g. aluminium, iron and brass |

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| **COME FLY WITH ME! ARCTIC CIRCLE (cont.)** | |
| **COMPOSITES** | **COMPONENTS** |
| **To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (NC)** | To know that to squash means to crush or squeeze something  To know that to bend means to force something into a curved shape  To know that to twist means to rotate or turn something around  To know that to stretch means to pull out to full length |
| **To distinguish between an object and the material from which it is made and compare the uses of a variety of everyday materials (NC)** | To know that we use different materials in different ways, depending on their qualities  To know that a material that keeps water out is known as waterproof  To know that some objects do not let water pass through because they are waterproof e.g. cup, washing up bowl |

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| **UNITY IN THE COMMUNITY** | |
| **COMPOSITES** | **COMPONENTS** |
| **To know and describe the basic structure of a variety of common flowering plants, including trees (NC)** | To know that plants have roots, a stem or trunk and leaves  To know that, while many do have flowers, not all plants are flowering  To know that roots are usually underground, and they take water and food from the soil  To know that roots also keep a plant in place and hold it upright  To know that a stem is the main part of a plant that supports the leaves and flowers  To know that trees are tall woody plants which usually have a stem called a trunk  To know that the leaf is the flat part of a plant which grows from the stem |
| **To know and describe how seeds and bulbs grow into mature plants (NC)** | To know that all plants produce seeds or bulbs which grow into new plants  To know that bulbs develop from seeds underground and can grow back year after year  To know that a seed is the first stage in the life cycle of most plants |
| **To learn that plants need water, light and a suitable temperature to grow and stay healthy (NC)** | To know that plants are living things, so they need water and light to grow and stay healthy  To know that plants also need to be at the right temperature to be able to grow and stay healthy |
| **To name and identify a variety of common wild and garden plants, including deciduous and evergreen trees (NC)** | To know that wild plants are not planted by humans  To know that garden plants are planted by humans  To know that the leaves of deciduous trees fall off in the autumn  To know that the leaves on an evergreen tree are usually needle-like and stay green all year round |
| **To know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (NC)** | To know that plants and animals need food to stay alive and grow  To know that plants get their food from the soil  To know that a food chain always starts with plant life  To know that a food chain describes how plants and animals are linked by what they eat |

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| **LIGHT UP THE WORLD** | |
| **COMPOSITES** | **COMPONENTS** |
| **To recognise that we need light in order to see things and that dark is the absence of light (NC) (LKS2)** | To know that we need light to see  To know that we use different sources of light to see e.g. the sun, torch |
| To know, name and observe a variety of sources of light, including electric lights, flames and the Sun | To know that light is opposite of dark  To know that the Sun provides us with natural light and energy  To know that many of our light sources are artificial (man-made) light e.g. light bulb |
| **To recognise that light from the Sun can be dangerous and that there are ways to protect their eyes (NC) (LKS2)** | To know that the Sun is stronger at different times of the day  To know that the Sun is stronger at different times of the year (seasons)  To know that the rays from the Sun are so strong they can damage our eyes if we look directly at it  To know that we need to wear sunglasses when outside in strong sunlight  To know that wearing a hat can also protect our eyes from harmful sun rays |
| To understand that the Sun provides energy and that solar power is a sustainable energy source | To know that we use energy from the Sun and call it solar power  To know that solar panels are designed to absorb the sun's rays as a source of energy  To know that we create energy using the Sun and be able to recognise solar panels  To know that we use solar power to produce electricity  To know that we create energy using the wind and be able to recognise wind turbines |
| To be aware of simple ways to save electricity | To know that electricity costs money  To know that we need to save electricity because non-renewable energy sources are being used up  To know that we can save electricity by switching lights and gadgets off when we are not using them  To know that we can save electricity by keeping windows closed when heating rooms |

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| **LIGHT UP THE WORLD (cont.)** | |
| **COMPOSITES** | **COMPONENTS** |
| **To know that shadows are formed when the light from a light source is blocked by a solid object (NC) (LKS2)** | To know that we can see shadows all around us when we are outside on a sunny day  To know that a shadow is made when an object blocks the light  To know that the shadows created by the sun are different in length throughout the day  To know that the higher the sun is in the sky, the shorter the shadow is |
| To understand the term ‘nocturnal’ and learn about nocturnal animals | To know that nocturnal means active at night  To know that there are some animals and birds that can only be seen at night and that these are called nocturnal animals |