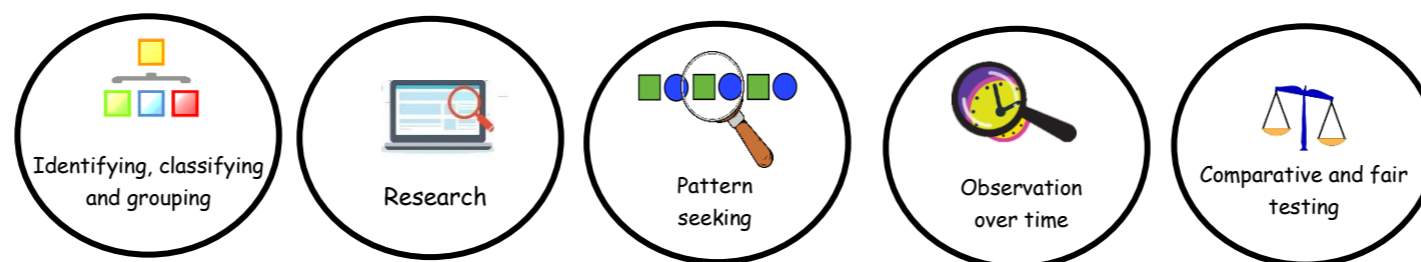




Our Curriculum
“Live life it’s all its Fullness”

Science - As scientists at Leverton Church of England Academy we acquire our knowledge and skills through five key lenses that support our children’s progress throughout this subject.



Concept	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biology								
Plants	Vocabulary plant, flower, seed, hole, dig, water, grow, dead	Vocabulary tree, bush, plants, leaf, stem, petal, crops	Vocabulary leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, bulbs,	Vocabulary light, shade, Sun, warm, cool, water, space, grow, temperature, healthy, bulb, germinate, shoot, seedling	Vocabulary photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil,	Vocabulary Pollination, fertilisation, transport, absorb	Vocabulary	Vocabulary
	<p>To know we need to look after living things</p> <p>To know living things need caring for and describe ways in which we can do this</p> <p>To know how to plant a seed and care for its growth</p> <p>To know that plants change and grow</p>	<p>To know what plants grow around Leverton (Crops)</p> <p>To know the difference between a tree and a plant</p> <p>To know different parts of a plant (Leaves, stem, petal)</p> <p>To know plants go through a life cycle</p> <p>To draw plants from observations</p>	<p>To describe plants, seeds and bulbs (beans, tomato plant, carnations, sunflowers seeds, cress seeds, daffodil bulbs)</p> <p>Compare and sort plants, seeds and bulbs</p> <p>Identify and name the main parts of a flower (roots, stem, leaves, flower, petal) and a tree (roots, trunk, branches, leaves) -Cress Investigation (1)</p> <p>Observe and describe the parts of a plant -Cress Investigation (2)</p>	<p>Observe and describe the parts of a seed (soak in water to open the seed).</p> <p>Describe how seeds germinate</p> <p>Describe the life cycle of a plant (seed, roots, leaves, flowers, seed dispersal, dies) – Cress Investigation (1)</p> <p>To understand what plants, need to grow and stay healthy (water, light and a suitable temperature)- Cress investigation (2)</p>	<p>To identify and name the different parts of flowering plants and explain their jobs (roots-support, stem/trunk-nutrition, leaves-photosynthesis and flowers-reproduction)</p> <p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) – Seed investigation</p> <p>To record observations and present the results of an investigation- Seed investigation</p> <p>To explore the part that flowers play in the life</p>	<p>To explore the role flowers, play in pollination and fertilisation</p> <p>To investigate the way in which water is transported within plants- carnation investigation</p> <p>To record observations and present the results of an investigation</p> <p>Investigate how the requirements of plants for life and growth vary from plant to plant (compare cactus/fern)</p>	<p>*Describe the life processes of reproduction in some plants and animals (Living things and their habitats)</p>	<p>*Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals (Living things and their habitats)</p> <p>*Give reasons for classifying plants and animals based on specific characteristics (living things and their habitats)</p>

			<p>To name, sort and compare some common fruit and vegetable plants: tomato (fruit), carrot (root), lettuce (leaves), broccoli (stem and flower), onion (bulb)</p> <p>Identify and observe (draw) some plants that are wild plants (buttercups, dandelion, ivy, daisy) and some garden plants (daffodil, sunflowers, tomato plant, carnation)</p> <p>Identify evergreen (holly, fir) and deciduous (willow, horse chestnut) trees</p> <p>*Plant vegetables/fruit</p>	<p>To explain and compare what plants need to stay healthy (compare plants in the UK to desert plants)</p> <p>Classify (using own criteria) some common wild plants (buttercups, dandelion, ivy, daisy) and garden plants (daffodil, sunflowers, tomato plant, carnation)</p> <p>Name evergreen (holly, fir) and deciduous trees (willow, horse chestnut)</p> <p>*Plant vegetables/fruit</p>	<p>cycle of flowering plants, including seed formation and seed dispersal</p>			
Living things and their habitats	<p>Vocabulary plant, animal, leaves, twigs, bark, shells, feathers, pebbles, stones, same, different,</p>	<p>Vocabulary Names of animals in the local area (farm), name of a contrasting environment (e.g. beach, forest), living, non-living</p>	<p>Vocabulary living, dead, never been alive, suited, suitable, basic needs, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied</p>	<p>Vocabulary Food, food chain, energy, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), names of living things in the habitats and micro-habitats studied</p>	<p>Vocabulary Venn diagram, grouping, classifying, classification, classification keys, vertebrates, non-vertebrates, environment, habitat,</p>	<p>Vocabulary Endangered, human impact, positive, negative, migrate, hibernate</p>	<p>Vocabulary life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings, microorganisms</p>	<p>Vocabulary Linnaean system, vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers</p>
	<p>To know we need to look after living things</p> <p>To know living things need caring for and describe ways in which we can do this</p> <p>To know animals change and grow</p> <p>To know the names of some baby animals and match them to their adult</p>	<p>To know what animals live around Leverton (Farm animals)</p> <p>To understand the term habitat</p> <p>To match some animals to their habitat</p> <p>To know that animals go through a life cycle</p> <p>To draw animals from their observations</p> <p>To know the difference between living and non-living things</p>	<p>Explore and describe things that are living, dead and things that have never been alive (compare differences)</p> <p>To identify and name a variety of plants and animals in their habitats (jungle, desert, artic)</p> <p>Identify a variety of plants and animals in the local environment – Habitat Investigation</p> <p>Create own habitat in a box (jungle, artic or desert- using art materials)</p>	<p>To identify the characteristics of living things (compare differences)</p> <p>To identify that most living things live in habitats to which they are suited (research a habitat (jungle, desert or artic) Which animals live there and why they live where they do)</p> <p>Identify and name a variety of plants and animals in a microhabitat – (Microhabitat Investigation)</p> <p>Describe 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</p>	<p>Recognise that living things can be grouped in a variety of ways (group animals, flowering plants and non-flowering plants) (Venn diagram – choosing own categories)</p> <p>To explore and use classification keys to identify and name invertebrates (local area)</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things- Environment Investigation</p>	<p>Identify similarities and differences in vertebrates and classify them. (generate questions to sort vertebrates in a classification key)</p> <p>Create classification keys to group, identify and name invertebrates in their local area</p> <p>Describe environmental dangers to endangered species- urbanisation Investigation</p>	<p>*Life cycle investigation</p> <p>Describe the life cycles of different mammals.</p> <p>Identify the characteristics of different types of animals and classify them based on characteristics</p> <p>Describe and investigate helpful and harmful microorganisms – Mouldy bread investigation</p> <p>Describe the life process of reproduction</p>	<p>*Life cycle investigation</p> <p>Compare life cycles of amphibians and insects</p> <p>Find out about the Linnaean system of classification and describe how living things are classified into groups</p> <p>Identify characteristics of different types of microorganisms – Mouldy bread investigation</p> <p>Compare the life cycle of plants in the local environment and in the rainforest</p>

							in some plants (sexual and asexual)	
	<p>Vocabulary head, shoulders, knees, toes, elbows, ankles, facial features, stomach, neck, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes, grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf, healthy, unhealthy</p>	<p>Vocabulary Taste, touch, smell, hear, sight, private, bigger/smaller, baby, toddler, child, adult, old person, old, young, healthy, unhealthy, exercise</p>	<p>Vocabulary head, ear, nose, neck, hand, foot, leg, arm, shoulder, mouth, teeth, eye, hair, spine, herbivores, carnivores, omnivores, offspring, penis, vagina, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue</p>	<p>Vocabulary fish, amphibian, reptiles, birds and mammals, offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, elbow, collarbone, knuckles, wrist, ankle, heart, stomach, lungs, brain, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)</p>	<p>Vocabulary nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine, heart, biceps, triceps, gluteus maximus, hamstring incisor, canine, molar, premolar, mouth, tongue, teeth, oesophagus, stomach and intestines</p>	<p>Vocabulary digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus,</p>	<p>Vocabulary Gestation, heart, arteries, veins, blood, circulatory system *Puberty, the vocabulary to describe sexual characteristics in line with the school's RSE policy</p>	<p>Vocabulary heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle</p>
<p>Animals including humans</p>	<p>To know we need to look after living things</p> <p>To know living things need caring for and describe ways in which we can do this</p> <p>To know animals, change and grow</p> <p>To know the names of some baby animals and match them to their adult</p> <p>To comment on what they can see, hear, feel in their local environment</p> <p>To name key parts of the human body (head, shoulders, knees, toes, elbows, ankles, facial</p>	<p>To know the five senses and what they are for</p> <p>To know humans change from baby to adult</p> <p>To locate the main parts of the human body (as FS1)</p> <p>To know some areas of the body are private</p> <p>To know that we need to brush our teeth regularly</p> <p>To know why it is important to look after our teeth</p> <p>To know how to keep their bodies healthy</p> <p>To know that different factors contribute to being healthy (exercise, sleep, hygiene and food)</p>	<p>To identify and name some common animals (flamingo, penguin, robin, hedgehog, elephant, monkey, cheetah, koala, ostriches, trout, pufferfish, salmon, crocodile, tortoise, dog, snake, frog, newt, toad)</p> <p>To identify, name and sort animals that are herbivores, carnivores and omnivores (animals as above)</p> <p>To match, sort and group animals and their offspring</p> <p>To research and describe what animals, including humans need to survive.</p>	<p>To describe and compare the structure of a variety of common animals (animals as Y1)</p> <p>Name, describe and sort animals into the 5 animal groups (fish, amphibian, reptiles, birds and mammals)</p> <p>To find out how animals change as they grow into adults</p> <p>Compare the stages of the human life cycle to animal life cycles.</p>	<p>Classify foods into food groups and find out about the nutrients that different foods provide</p> <p>Sort animal skeletons into groups (discuss patterns and similarities and differences)</p> <p>Label some of the main muscles in the human body (heart, biceps, triceps, gluteus maximus, hamstring)- Hand span investigation</p>	<p>Explore the nutritional values of different foods</p> <p>To investigate how the human skeleton supports movement- Femur Investigation</p> <p>Explain how bones and muscles work together to create movement</p>	<p>Describe the stages of human development</p> <p>Research and explain the gestation periods for some animals</p> <p>Identify and name the main parts of the human circulatory system (heart, arteries, veins and blood) and describe the role of the heart</p> <p>To describe the importance of exercise and how it affects the heart (plan own scientific enquiry)</p> <p>To understand that regular exercise is important for a healthy body</p>	<p>To explain how babies, grow and develop</p> <p>Record data using bar and line graphs to compare gestation periods and life expectancies of animals (identify relationships between variables)</p> <p>To describe the important jobs of the blood vessels and blood</p> <p>To describe the importance of exercise and how it affects the heart (plan own scientific enquiry and record, report and present results appropriately)</p>

	<p>features, stomach, neck)</p> <p>To know which food and drink would be healthy choice</p>	<p>To know which food are healthy and unhealthy</p>	<p>To name and label the parts of the human body (head, ear, nose, neck, hand, foot, leg, arm, shoulder, mouth, teeth, eye, hair, spine)</p> <p>To name the five senses and to perform simple tests to find out more about them – Senses Investigation</p> <p>To use scientific names for the private parts (penis, vagina)</p>	<p>To name and label the parts of the human body (elbow, collarbone, knuckles, wrist, ankle, heart, stomach, lungs, brain)</p> <p>Perform a simple test to test the effects of exercise on the human body- Exercise Investigation</p> <p>To investigate the importance of healthy eating and hygiene (types of food, balanced diet) – Coin investigation</p>	<p>Identify the different types of teeth and their functions</p> <p>Understand how to keep teeth healthy – disclosing tablet investigation</p> <p>To demonstrate the functions of each part of the digestive system.</p> <p>To identify the parts of the digestive system (mouth, tongue, teeth, oesophagus, stomach and intestines)</p>	<p>Understand how to keep teeth healthy – Tooth decay investigation</p> <p>Draw conclusions from teeth investigation about keeping teeth healthy.</p> <p>To demonstrate the functions of each part of the digestive system.</p> <p>To describe the functions of each part of the digestive system</p>	<p>Puberty- see PSHE curriculum</p>	<p>To be able to explain how diet and exercise affect the body</p> <p>Puberty- see PSHE curriculum</p>
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary Inheritance, adaptation, offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution	Vocabulary Inheritance, adaptation, offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution
Evolution and Inheritance	<p>To know animals, change and grow</p> <p>To know the names of some baby animals and match them to their adult</p>	<p>To know humans, change from baby to adult</p>	<p>*Identify that most living things live in habitats to which they are suited (Living things and their habitats)</p>	<p>*Notice that animals, including humans have offspring which grow into adults (animals including humans)</p>	<p>*Describe in simple terms how fossils are formed when things that have lived are trapped within rocks (Rocks)</p> <p>*Recognise that the environment can change and that this can sometimes pose dangers to living things (Living things and their habitats)</p>	<p>* Explore the part that flowers play in the life cycle of flowering plants (pollination, seed formation and seed dispersal) (plants)</p>	<p>*Describe the life process of reproduction in some plants and animals (Living things and their habitat)</p> <p>To understand and explain the concept of inheritance (humans)</p> <p>To understand and demonstrate the meaning of adaptation</p> <p>To identify the key ideas of the theory of evolution</p> <p>To understand how humans have evolved</p> <p>To explain how adaptations can result</p>	<p>To understand and explain the concept of inheritance (animals - different breeds of dogs- what happens when breeds are mixed?)</p> <p>To explain how adaptations can result in both advantages and disadvantages</p> <p>To identify evidence for evolution from fossil records</p> <p>To explain how human interventions affects evolution</p>

							in both advantages and disadvantages	
Chemistry								
	Vocabulary mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric	Vocabulary ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	Vocabulary object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	Vocabulary opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	Vocabulary solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)	Vocabulary solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)	Vocabulary change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, burning, rusting, new material	Vocabulary thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material
Materials	<p>To explore different types of materials and use words to describe what they look and feel like (e.g. smooth, hard, rough)</p> <p>To know that some materials can change when something happens to them (push, pull, bend, soggy, stretch)</p>	<p>To know that water freezes and ice melts</p> <p>To know items can sink or float</p>	<p>To identify and name different materials (wood, plastic, glass, metal, water and rock)</p> <p>To explain the difference between an object and the materials it is made from</p> <p>Describe the properties of everyday materials</p> <p>To test different materials - umbrella investigation</p> <p>To identify which materials have certain properties</p> <p>To sort objects by their properties</p>	<p>To identify uses of different everyday materials (wood, plastic, glass, metal, water and rock)</p> <p>To identify and group the uses of everyday materials (around school/local area) and record observations in a table</p> <p>Compare the suitability of different everyday materials</p> <p>To test different materials - Paper bridge investigation</p> <p>Explain how the shape of objects made from some materials can be changed</p> <p>To explain the process of recycling</p>	<p>To sort and describe materials (solid, liquid, gas)</p> <p>To investigate gases and explain their properties - gas weight investigation</p> <p>To investigate materials as they change state (heating and cooling investigation)</p>	<p>To identify and sort materials (solid, liquid, gas)</p> <p>To explore how water changes state</p> <p>Investigate how water evaporates</p> <p>To identify and describe the different stages of the water cycle (evaporation and condensation)</p>	<p>To compare materials according to their properties (hardness, solubility and transparency)</p> <p>To investigate thermal conductors and insulators -Keeping warm investigation</p> <p>To investigate which materials will dissolve-sugar investigation</p> <p>To use different processes to separate mixtures of materials (evaporation and magnetic attraction)</p>	<p>To compare and group materials according to properties (electrical and thermal conductivity and response to magnets)</p> <p>To investigate which electrical conductors make a bulb shine the brightest – Bulb investigation</p> <p>To identify and explain irreversible changes – Plastic Milk investigation</p> <p>To use different processes to separate mixtures of materials (filtration and sieving)</p>

Rocks	To explore different types of materials and use words to describe what they look and feel like (e.g. smooth, hard, rough)	To know items can sink or float	<p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock (Materials)</p> <p>Describe the simple physical properties of a variety of everyday materials (Materials)</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties (Materials)</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, metal, water, brick, paper, cardboard and rock for particular uses (Materials)</p>	<p>To compare different types of rocks.</p> <p>To explain how fossils are formed</p> <p>To explain how soil is formed – soil separation investigation</p>	<p>To group rocks based on their properties</p> <p>To research and explain how Mary Anning contributed to palaeontology - Research</p>		

Physics

	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous	Vocabulary straight lines, light rays
Light	To comment on what they can see, hear, feel in their local environment	<p>To know and name the different seasons throughout the year</p> <p>To know some different types of weather</p>	<p>Observe and describe changes across the four seasons (seasonal changes)</p> <p>Observe and describe weather associated with the seasons (seasonal changes)</p>	<p>To observe and describe how day length varies (seasonal changes)</p> <p>To understand it is not safe to look at the sun directly (seasonal changes)</p>			<p>Recognise that they need light in order to see things and that dark is the absence of light (light from the sun can be dangerous)</p> <p>To investigate which surfaces, reflect light</p> <p>To investigate which materials block light to form shadows</p>	<p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>To use a mirror to reflect light and explain how mirrors work</p> <p>To find patterns when investigating how shadows change size</p>
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron,	Vocabulary force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material,	Vocabulary force, gravity, Earth, air resistance, mechanisms, simple machines, levers, pulleys, gears	Vocabulary water resistance, friction,

					steel, poles, north pole, south pole	metal, iron, steel, poles, north pole, south pole		
Forces	To know that some materials can change when something happens to them (Push, pull, bend, soggy, stretch)	To know items can sink or float	Describe the simple physical properties of a variety of everyday materials (Materials) Compare and group together a variety of everyday materials on the basis of their simple physical properties (Materials)	Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, metal, water, brick, paper, cardboard and rock for particular uses (Materials) Find out how the shapes of the solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Materials)	To identify the forces acting on objects (push and pull) To sort magnetic and non-magnetic materials – Magnet investigation To explore magnetic poles	To investigate how a toy car moves over different surfaces – Car investigation To investigate the strength of magnets - Magnet strength investigation To observe how magnets attract some materials	To identify forces acting on objects (gravity, air resistance) Explore the effect gravity has on objects and how gravity was discovered To investigate the effects of air resistance - investigation	To identify forces acting on objects (water resistance and friction) To explore the effects if water resistance To investigate the effects of friction investigation
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulation	Vocabulary sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulatio	Vocabulary	Vocabulary
Sound					To name sound sources To explore ways to change the pitch of a sound To investigate ways to absorb sound - string telephone investigation	To describe and explain sound sources To explain how different sounds travel (vibrations) Find patterns between the volume of a sound and the strength of the vibrations that produced it To investigate ways to absorb sound – sound investigation		
	Vocabulary power	Vocabulary battery, plug, socket, electricity, wire, sound, light, move	Vocabulary	Vocabulary	Vocabulary electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor,	Vocabulary circuit diagram, circuit symbol, voltage, complete, incomplete circuits	Vocabulary	Vocabulary

					insulator, metal, non-metal, symbol			
Electricity	To recognise that some items require power to make them work	To know that batteries and electricity are sources of power To know that how technology helps us to live our lives	Describe the simple physical properties of a variety of everyday materials (Materials)	Identify and compare the suitability of a variety of everyday materials, including wood, plastic, glass, metal, water, brick, paper, cardboard and rock for particular uses (Materials)	To identify common appliances that run on electricity To identify circuit components and build working circuits (cells, wires, bulbs, switches and buzzers) To investigate which materials are electrical conductors or insulators - Investigation	To classify common appliances that run on electricity To investigate whether circuits are complete or incomplete Circuit Clown Investigation		
	Vocabulary	Vocabulary spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers	Vocabulary weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun,	Vocabulary Day length sunrise, sunset,	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Seasonal Changes	To comment on what they can see, hear, feel in their local environment	To know and name the different seasons throughout the year To know some different types of weather To know that water freezes and ice melts	Observe and describe changes across the four seasons Observe and describe weather associated with the seasons To investigate weather patterns (rain investigation)	To observe and describe how day length varies To understand it is not safe to look at the sun directly To investigate weather patterns (wind investigation)	*Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (light)	*Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (light)	To explain why we know the Sun, Earth and Moon are spherical and name the planets in our solar system To explain how planets, move in our solar system To explain day and night and the apparent movement of the moon across the sky	To name and describe features of the planets in our solar system, To explain the movement of the moon and name the phases of the moon To investigate day and night in different parts of the Earth

*Progressive links between units