



EXPLORERS		PATHFINDERS
Composites	Components	Composites
<p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)</b></p>	<p>To know features of a variety of living things and be able to identify ways of taking care of them</p> <p>To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things</p> <p>To identify a range of things that are 'small', identifying things that are smaller than other things</p> <p>To know that some fish live in freshwater and some live in salt water (the sea)</p>	<p><b>Pupils should be taught to use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (NC)</b></p>



<p><b>Understand some important processes and changes in the natural world around them, including seasons and changes in states of matter (ELG)</b></p>	<p>To know the names of different types of weather: - sunny, rainy, windy, snowy, icy, wet, dry</p> <p>To know the names of the four seasons</p> <p>To be able to explain the difference between the seasons using 'hot' and 'cold'</p> <p>To be able to describe rain and snow</p>	<p><b>Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (NC)</b></p>
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<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</b></p>	<p>To know the key features of a house and identify some of them in their own home</p> <p>To know that there are many different types of houses and be able to identify some similarities and differences</p> <p>To know who works at school, what jobs they have and how these people help them</p> <p>To identify ways in which the police, ambulance service and fire service help in the community</p> <p>To know how doctors and nurses help in different settings</p> <p>To know about a wider range of people who help in our communities such as builders, electricians, etc</p> <p>To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle</p> <p>To know that there are places that can be temporary homes and some can be easily built</p>	<p><b>Pupils should be taught to use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop (NC)</b></p> <p><b>Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (NC)</b></p>
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<p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps (ELG)</b></p>	<p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>To know that a map is a drawing of all or part of Earth's surface</p> <p>To know that China / India / Russia / Egypt can be found on a map of the world</p> <p>To know that Russia is a large country in Asia</p> <p>To know that Egypt is a country located across Africa and Asia</p>	<p><b>Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC)</b></p> <p><b>Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (NC)</b></p>
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<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</b></p>	<p>To know what a community is and identify the communities and groups they belong to</p> <p>To know about 'giant' animals and where they live</p> <p>To identify different type of beans, where they come from and what we can do with them</p> <p>To identify different types of fruit and vegetables</p>	<p><b>Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (NC)</b></p>
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