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	tional Curriculum Objectives Is should be taught	"That's All, Folks!"	'Lightning Speed'	'Mission Control'	'A World of Bright Ideas'	'Athens v Sparta'	'Law and Order'	'You're Not Invited'	'Wars of the World'	'Lindow Man'	'Viking Warrior'	'Fighting Footballer'	'True Crime'	'Rocky the Finosaur'	'May the Force Be With You'	'Go With The Flow'	'In Your Element'	'Out and About'	'Saxon King'	'Pharaoh Queen'	'Time Team'	Under the Canopy'	'Picture Our Planet'	'Global Warning'	'Full of Beans'	'Come Fly With Me!'	'Cry Freedom'	'Come Fly With Me!'	'I Have a Dream'	PSHE
Plants	identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers																													
	explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant																													
	investigate the way in which water is transported within																													
	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal																													
Animals, Including Humans	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat																													
	identify that humans and some other animals have skeletons and muscle for support, protection and movement																													
	describe the simple functions of the basic parts of the digestive system																													







identify the different types of teeth on humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter Light know that light is reflected from surfaces KSI light up the world when the way that the size of shadows change know that shadows are formed when the light from a light source is	
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world know that shadows are formed when the light from a light source is	_
formed when the light from a light source is	
from a light source is	
blocked by a solid object	
recognise that light from	
the Sun can be	
dangerous and that there	
are ways to protect	
their eyes their eyes	
recognise that we need	
light in order to see	
things and that dark is the	
absence of light	







Forces and	compare how things move															
Magnets	on different surfaces															
	notice that some forces															
	need contact between															
	two objects and some															
	forces act at a distance observe how magnets													+		4
	attract or repel each other															
	and attract some materials															
	and not others															
	describe magnets as having															٦
	two poles															
	predict whether two															
	magnets will attract or															
	repel each other, depending															
	on which poles are facing compare and group													+		4
	together a variety of															
	everyday materials on the															
	basis of whether they are															
	attracted to a magnet, and															
	identify some magnetic															
	materials															
Living	recognise that living things															
Things and	can be grouped in a variety of ways															
Their	explore and use															-
Habitats	classification keys to help															
	group, identify and name a															
	variety of living things in															
	their local and wider															
	environment															_
	recognise that															
	environments can change													1		







	and that this can sometimes pose dangers to living														
	things														
States of Matter	compare and group materials together, according to whether they are solids, liquids														
	or gases														
	observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (o C)														
	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature														
Sound	identify how sounds are made, associating some of them with something vibrating														
	know that vibrations from sounds travel through a medium to the ear														
	find patterns between the volume of a sound and the strength of the vibrations that produce it														
	find patterns between the pitch of a sound and the														







	feature of the object that produced it														
	recognise that sounds get fainter as the distance from the sound source increases														
Electricity	identify common appliances that run on electricity														
	construct a simple series electrical circuit and demonstrate this, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers														
	identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery														
	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit														
	recognise some common conductors and insulators, and associate metals with being good conductors														

