



**Curriculum objectives.**

		<b>EYFS (ELG)</b>	<b>Year 1 (Sycamore)</b>	<b>Year 2 (Beech)</b>	<b>Year 3 (Willow)</b>	<b>Year 4 (Ash)</b>
<b>R Progression</b>		<b>R Focus:</b> <i>Resilience</i> <i>Reflectiveness</i> <i>Reciprocity</i> <i>Resourcefulness</i>	<b>R Capacity Focus:</b> <i>Persevering</i> <i>Planning</i> <i>Collaboration</i> <i>Questioning</i>	<b>R Capacity Focus:</b> <i>Managing Distractions</i> <i>Distilling</i> <i>Empathy and Listening</i> <i>Imagining</i>	<b>R Capacity Focus:</b> <i>Absorption</i> <i>Revising</i> <i>Imitation</i> <i>Making links</i>	<b>R Capacity Focus:</b> <i>Noticing</i> <i>Meta-Learning</i> <i>Interdependence</i> <i>Reasoning Capitalising</i>
<b>By the end of the year children should know:</b>	<b>Plants</b>	<p>Explore creatures, people, plants and objects in their natural environment.</p> <p>ELG: Understanding the world</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	

<b>Animals including humans</b>	Explore creatures, people, plants and objects in their natural environment.	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivore.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Notice that animals, including humans, have offspring which grow into adult.</p> <p>Find out about and describe the basic needs of animals including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
	<b>Living things and their habitats</b>	Explore creatures, people, plants and objects in their natural environment.		<p>Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic</p>	

				<p>needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</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 environments can change and that this can sometimes pose dangers to living things.</p>
	Light				<p>Recognise that they need light in order to see things and that the dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	

					Find patterns in the way that the size of shadows changes.	
	<b>Forces and Magnets</b>				<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials.</p>	

					Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
	<b>Seasonal Changes</b>		Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.			
	<b>Materials</b>	Observe and manipulate objects and materials to identify similarities and differences.	<b>Everyday materials</b>  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	<b>Uses of everyday materials</b>  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing,	<b>Rocks</b>  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.	

			<p>Describe the simple physical properties of a variety of everyday material.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	bending, twisting and stretching.	Recognise that soils are made from rocks and organic matter.	
	<b>States of Matter</b>					<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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 (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>

	<b>Sound</b>	Learn how to use senses through feeling and listening to sounds in the environment.				<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>
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	<b>Electricity</b>					<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
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