

## Cycle 1

Autumn	Spring	Summer
<p><b>Skeletons</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Nutrition and Diet</b> 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><b>Food Waste (Sustainability)</b> In this sustainability unit, children look at how food waste has a negative impact on people and the planet. Children should understand simple negative impacts of food waste and should be able to suggest ways they can reduce their food waste in school. (National Curriculum Links: Working Scientifically)</p>	<p><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> <p><b>Soils</b> Recognise that soils are made from rocks and organic matter</p> <p><b>Light</b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows changes.</p>	<p><b>Plants A</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><b>Forces and Magnets</b> Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Plants B</b> 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 plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Biodiversity</b> The children look at examples of biodiversity being reduced by humans and the impact this has on plants and animals, such as a living thing becoming endangered or extinct. Children identify positive actions humans can take to increase biodiversity within their local area. (National Curriculum Links: Working Scientifically)</p>