

Autumn1: The Human Body	
<input type="checkbox"/> Lesson 1	<p>LO: To know that our bodies have five senses.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can name the five senses • I can name the body part for each sense • I can describe what each sense is used for
<input type="checkbox"/> Lesson 2	<p>LO: To know that we use our eyes to see</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explain that our eyes use light that enters the eye to enable us to see. • I can identify parts of the eye and what their purpose is. (e.g. the eyelashes, eyelids and cornea protect the rest of the eye). • I know that sometimes people need help to see and can use glasses, contact lenses, telescopes, microscopes.
<input type="checkbox"/> Lesson 3	<p>LO: To know that sounds travel through our ears to send messages to our brain.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explain that sounds travel through our ears to send messages to our brain. • I know that sounds can be very different • I know that some people need help to hear and that some people cannot hear at all.
<input type="checkbox"/> Lesson 4	<p>LO: To know that our senses help us to understand the world around us</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that our senses help us to understand the world around us. • I know that our senses can warn us of danger. • I can describe how our senses send messages to our brains.
<input type="checkbox"/> Lesson 5	<p>LO: To understand that some people have problems with their senses, such as blindness or deafness.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that some people have problems with their senses. • I know about Helen Keller was taught to read, write and speak even though she was deaf and blind. • I know that Helen Keller helped other people who were also deaf and blind.
<input type="checkbox"/> Lesson 6	<p>LO: To know that my senses help me to be aware of the world around me.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can identify, name, label and draw the basic parts of the human body. • I can identify which part of the body is associated with each sense.

Autumn 2: Seasons and weather	
<input type="checkbox"/> Lesson 1	LO: To name and describe the four seasons Success criteria: <ul style="list-style-type: none"> • I can identify the four seasons are spring, summer, autumn and winter. • I can describe the weather in each season • I know that the days of sunlight are longest in the summer and shortest in the winter.
<input type="checkbox"/> Lesson 2	LO: know that tools are used to gather information about the weather. Success criteria: <ul style="list-style-type: none"> • I know that a rain gauge measures how much rain has fallen. • I know that a weather vane shows which way the wind is blowing. • I know that a thermometer measures the temperature.
<input type="checkbox"/> Lesson 3	LO: To present data using a graph. Success criteria: <ul style="list-style-type: none"> • I understand that is a collection of facts. • I can present data using a graph. • I can gather information from a graph which helps us to understand the weather.
<input type="checkbox"/> Lesson 4	LO: To know there are different types of cloud. Success criteria: <ul style="list-style-type: none"> • I know that Clouds are made of tiny droplets of water that float in the air. • I know that Dark clouds are carrying more water. • I can identify the three types of cloud
<input type="checkbox"/> Lesson 5	LO: To understand that weather forecasts help people to prepare for different kinds of weather. Success criteria: <ul style="list-style-type: none"> • I know that a weather forecast tells us what the weather will be in the next few days. • I understand why Scientists study the weather • I know that a weather forecasts help people to be prepared for different kinds of weather.
<input type="checkbox"/> Lesson 6	LO: To understand and describe the four seasons, and how to gather data about weather Success criteria: <ul style="list-style-type: none"> • I can identify the four seasons; • I know the tools used to gather data about the weather • I can describe that there are different types of cloud and that clouds indicate the weather we are about to experience • I can recognise weather symbols used in weather forecasting

Spring 1: Materials and Magnets	
<input type="checkbox"/> Lesson 1	<p>LO: To recognise everyday materials.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that objects all around us are made from types of materials. • I can identify that some everyday materials that objects are made from include: wood, plastic, glass and metal. • I know that each material can be used to make many different things
<input type="checkbox"/> Lesson 2	<p>LO: To identify the properties of materials.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know the properties of materials are things we can measure, see or feel. • I can describe and compare properties of different materials. • I can discuss that materials have different properties that make them useful for different tasks
<input type="checkbox"/> Lesson 3	<p>LO: To explain why materials are chosen for specific tasks.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can discuss that materials have different properties that make them useful for different tasks. • I know that when designing or making objects, materials are chosen for their properties. • I can discuss why some materials will be better suited to certain purposes than others.
<input type="checkbox"/> Lesson 4	<p>LO: To understand that materials can be sorted according to whether they are or are not attracted to magnets.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can identify that certain materials are attracted to magnets. • I know that we cannot see the force of magnetism. • I can describe how magnets can be useful, for example in toys or around the home.
<input type="checkbox"/> Lesson 5	<p>LO: To investigate which material would be most suitable for (insert purpose).</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that an investigation helps us to find out the best answer. • I can discuss how and why we need to make sure our investigation is fair. • I know that scientists investigate things carefully and fairly to find answers to their questions.
<input type="checkbox"/> Lesson 6	<p>LO: To know the properties of some materials and some facts about magnets.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explain that materials have different properties. • I can identify that magnetism is a force we cannot see. • I can name some materials, including magnets, have different uses around the home and in everyday life.

Spring 2: Plants	
<input type="checkbox"/> Lesson 1	<p>LO: To know what plants, need in order to grow</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can identify that plants need warmth, light and water to grow. • I know that plants grow from seeds. • I know that do not have warmth, light and water, they may not grow into healthy plants.
<input type="checkbox"/> Lesson 2	<p>LO: To name and describe the parts of a plant</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that the roots of a plant act as an anchor, fixing the plant into the ground. • I know that the stem of a plant grows above the ground. The leaves and flowers grow from it. • I can describe how a plant's leaves absorb sunlight and turn it into energy that the plant uses to grow.
<input type="checkbox"/> Lesson 3	<p>LO: To understand that plants spread their seeds to make new plants.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that plants spread their seeds in order to make new plants. • I understand the term reproducing (when plants make seeds to make new plants) • I understand that plants must spread their seeds to help them grow into new plants.
<input type="checkbox"/> Lesson 4	<p>LO: To understand that some trees are evergreen, and some are deciduous.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Evergreen trees keep their leaves all year around. • Deciduous trees drop their leaves during autumn time and grow fresh leaves in spring time. • Oak trees are deciduous and fir trees are evergreen.
<input type="checkbox"/> Lesson 5	<p>LO: To recognise which parts of plants we eat.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can identify that we eat different parts of plants including the roots, stem, leaves and sometimes the flowers. • I can recognise that some plants are dangerous to eat and would make us ill. • I understand why we need a variety of fruit and vegetables in our diet.
<input type="checkbox"/> Lesson 6	<p>LO: To describe some common plants, including trees.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can name and describe the purpose of parts of a plant, and what they need in order to grow. • I understand that plants spread their seeds to reproduce. • I understand that some trees are evergreen, and some are deciduous. • I understand that plants are grown for food and to recognise which parts of plants we eat.

Summer 1: Animals and their needs	
Lesson 1	<p>LO: To name and describe common animals.</p> <ul style="list-style-type: none"> • Success criteria: • I know that there are many different types of animals. • I can describe where some animals live • I know that scientists group animals according to their features.
Lesson 2	<p>LO: Scientists group animals according to their features.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that animals can be grouped according to their features. • I can identify some cold blooded animals • I can identify some warm blooded animals
Lesson 3	<p>LO: To understand that we can group animals according to what they eat.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can identify what a carnivore is • I can identify what a herbivore is • I can identify what a omnivore is
Lesson 4	<p>LO: To describe the needs of a pet.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I know that pets need food, space, shelter, medicine and company. • I know that some animals are suitable for keeping as pets but some are not. • I can identify animals that are not pets are known as wild animals.
Lesson 5	<p>LO: To describe an animal using scientific words.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can use scientific words to describe animals. • I know that scientists observe carefully and draw detailed diagrams • I can describe the features of fish
Lesson 6	<p>LO: To understand what an animal is and how animals can be grouped</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can name and describe a variety of animals using scientific vocabulary • I know that animals can be grouped by their features e.g. whether they are amphibians or mammals • I know that animals can be grouped by what they eat e.g. herbivores, omnivores and carnivores • I know that there are wild and domestic animals. Domestic animals are animals that we keep as pets

