

Teachers should enable children to develop **knowledge, understanding and skills** in relation to:

### STRAND 2: Movement and Energy

<b>Statutory Requirements</b> Pupils should be enabled to explore:	<b>Suggested Learning Intentions</b> Children are learning:
<b>How and why do things move now and in the past?</b>	<ul style="list-style-type: none"> <li>to recognise things around us that move;</li> <li>some of the ways in which things are made to move;</li> <li>an awareness that they move things by pushing or pulling them;</li> </ul>
<b>How do things work?</b>	<ul style="list-style-type: none"> <li>an awareness of what makes everyday things work;</li> </ul>
<b>Where do living things move?</b>	<ul style="list-style-type: none"> <li>that living things move on the ground, underground, in the air and in water;</li> </ul>
<b>Why do people and animals move?</b>	<ul style="list-style-type: none"> <li>some of the reasons why people and animals move from place to place;</li> </ul>
<b>Where do people and animals move to?</b>	<ul style="list-style-type: none"> <li>that some people and animals move to other places at different times of the year;</li> </ul>
<b>What sources of energy are in my world?</b>	<ul style="list-style-type: none"> <li>that light comes from a variety of sources;</li> <li>that sound comes from a variety of sources;</li> <li>an awareness of sound and light in their immediate environment;</li> <li>that electricity can be dangerous;</li> </ul>
<b>How and why are they used?</b>	<ul style="list-style-type: none"> <li>that we use light and sound to keep us safe.</li> </ul>

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<b>Sources of energy in the world;</b>	<ul style="list-style-type: none"> <li>• some of the ways in which light and sound are used to keep us safe in road safety and our everyday lives (S&amp;T);</li> <li>• that the strength of a push or pull can make things speed up or move more slowly (S&amp;T);</li> <li>• some of the ways people lived in the past before electricity (H);</li> </ul>
<b>How and why people and animals move;</b>	<ul style="list-style-type: none"> <li>• that animals move in a variety of ways (S&amp;T);</li> <li>• how seasonal change causes animals to move (S&amp;T);</li> <li>• that changes to the environment can cause people and animals to move (S&amp;T);</li> <li>• how people in the past travelled from place to place (H);</li> <li>• how people travel and products are transported from place to place in the locality (G);</li> <li>• that weather affects the movement of people, goods and animals (G);</li> </ul>
<b>Changes in movement and energy over time.</b>	<ul style="list-style-type: none"> <li>• to recognise how models and machines allow movement and how this has changed over time (S&amp;T);</li> <li>• how transport has changed over time (H).</li> </ul>

G - Geography

H - History

S&T - Science and Technology

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<b>Statutory Requirements</b> Pupils should be enabled to explore:	<b>Suggested Learning Intentions</b> Children are learning:
<b>The causes and effect of energy, forces and movement;</b>	<ul style="list-style-type: none"> <li>• that dark is the absence of light (S&amp;T);</li> <li>• that light travels through some materials and not others (S&amp;T);</li> <li>• how shadows are formed and can be changed (S&amp;T);</li> <li>• about how the use of light has evolved over time (H);</li>   <li>• that there are different ways to make sounds (S&amp;T);</li> <li>• that when an object vibrates, sound is produced (S&amp;T);</li> <li>• ways in which sound and light are used to communicate safety and danger (S&amp;T);</li>   <li>• that a complete circuit is needed for a device to work (S&amp;T);</li> <li>• that some materials do not allow electricity to pass and these are called insulators (S&amp;T);</li> <li>• that some materials do allow electricity to pass and these are called conductors (S&amp;T);</li> <li>• about the safe use of mains electricity and the dangers associated with electricity in their locality (S&amp;T);</li> <li>• about the influence of some inventors in the development of electricity (H);</li> <li>• push and pull forces can make things start and stop moving (S&amp;T);</li> <li>• push and pull forces can change the shape of objects (S&amp;T);</li> <li>• that different surfaces affect how easily things move over them (S&amp;T);</li> <li>• to recognise the development of renewable energy sources over time (G) (H)</li> <li>• the advantages and disadvantages of renewable and non-renewable energy sources (G);</li> <li>• about global energy issues (G);</li> </ul>
<b>Causes that affect the movement of people and animals;</b>	<ul style="list-style-type: none"> <li>• that the human body has joints to help it move (S&amp;T);</li> <li>• how seasonal change causes animals to move (S&amp;T);</li> <li>• how human activities affect habitats and ecosystems (S&amp;T) (G);</li> <li>• how technological change is affecting the movement of population (G) (H);</li> <li>• about some of the causes of movement of people in the past (H);</li> <li>• about the impact of explorers and conquerors through time (H);</li> <li>• how natural disasters and extreme weather cause the movement of people and animals (G);</li> </ul>

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<b>Statutory Requirements</b> Pupils should be enabled to explore:	<b>Suggested Learning Intentions</b> Children are learning
<b>How movement can be accelerated by time and natural events such as wars, earthquakes, famine and floods;</b>	<ul style="list-style-type: none"> <li>• how natural events can impact on the environment and habitats of animals (S&amp;T) (G);</li> <li>• about the impact of famine, floods, wars, migration and emigration on the everyday lives of people in place (H);</li> <li>• the effects of natural disasters and / or extreme weather on places and people who live there (G);</li> <li>• how the lack of basic resources impacts on the lives of people in different countries (G);</li> <li>• about the impact of significant natural disasters in the past (H);</li> </ul>
<b>Positive and negative consequences of movement and its impact on places, people and interdependence.</b>	<ul style="list-style-type: none"> <li>• how explorers and/or conquerors had both positive and negative impact on the communities affected (H);</li> <li>• that the journey of a product can affect the environment both locally and globally (G);</li> <li>• about the goods that are imported and/or exported by our country and other countries (G).</li> <li>• that people move for economic or social reasons and this has an impact on localities (G)</li> </ul>

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