

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

STRAND 2: Movement and Energy

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

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

G - Geography

H - History

S&T - Science and Technology

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

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

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