

Transitioning from National Curriculum to iPrimary

This document is designed to help Primary schools moving from the National Curriculum to iPrimary. It indicates iPrimary objectives that will not have been covered by the National Curriculum by your point of transitioning and may need separate teaching to provide children with a solid base for their learning. The curriculum document will provide further examples of what each objective looks like in practice.

Your Year group	Additional iPrimary objectives to teach	How you can address these
Year 2	Y1: Myself	<p>Ensure students are familiar with the basic needs of humans: food, water and air.</p> <p>Discuss how students sense the world around them and identify which sense they are using when they are experiencing something.</p> <p>Compare photographs of people taken over time.</p> <p>Encourage students to use the correct language when talking about their: head, neck, legs and arms (limbs), skin, nose, eyes, mouth, fingers and ears.</p>
	Y1: Light and dark	<p>Ensure students know that light comes from a light source and not from their eyes. They should know that without a light source (in complete darkness) they will not be able to see.</p> <p>Name a series of different light sources. Address any misconceptions (e.g. students should know the Moon is not a light source, but reflects light from the Sun at the Earth).</p>
	Y1: Pushes and pulls	<p>Discuss different ways of moving with students and ask them to identify if a moving object is moving because of a push or pull.</p>

Year 3	<p>Y2: Invertebrates</p> <p>Y2: Space</p>	<p>Examine invertebrates in the local environment and discuss their common features and their differences.</p> <p>Research the life cycles of some simple invertebrates or observe these practically by keeping some in an appropriate enclosed environment within the classroom.</p> <p>Ensure students know that the Earth, Sun and Moon are part of the Solar System. Ensure they know that the Sun is one of many stars that exist in space.</p>
Year 4	<p>Y3: Animal adaptations</p> <p>Y3: Teeth</p> <p>Y3: Friction</p>	<p>Group local animals according to observable features and discuss these in groups. Identify ways in which these animals are particularly suited to their environment. Give students example pictures of animals from contrasting environments and talk about the differences in adaptation.</p> <p>Discuss the fact that human teeth vary in size and shape, examine each other's mouths to prove this fact.</p> <p>Discuss what each tooth is used for – tearing, chewing or grinding food.</p> <p>Discuss how different teeth are suited for different tasks and consider what tooth shape might tell us about the diet of a specific animal.</p> <p>Experiment with the action of friction on moving toys. How does changing the surface (e.g. smooth, rough, sandy) change the speed at which a toy moves? Consider how to structure a fair test.</p>

Year 5	Y4: Skeleton and muscles	Locate the skull and rib cage on a model, or each other, and describe their function in protecting vital organs. Examine and describe the range of movement provided by joints and understand <i>joint</i> as a place where bones meet.
Year 6	<p>Y5: Plant adaptations</p> <p>Y5: Living things in danger</p> <p>Y5: Diet and digestion</p> <p>Y5: Seeing and reflecting</p>	<p>Examine and research plant adaptations to specific environments, using local examples, books and the internet (if available). Investigate the function of roots through the use of coloured dye in water given to plants over time or through further research.</p> <p>Find out the effects of environmental change by observing a patch of ground outside that had been previously covered up. Count and identify invertebrates, noting the differences before and after the ground was covered. Explain the terms <i>extinct</i>, <i>endangered</i> and <i>conservation</i> and research examples for each from the local and wider areas.</p> <p>Keep food diaries of the meals eaten over the course of a week. Work with students to group foods into proteins, carbohydrates, fats, fibre and water. Discuss minerals and vitamins and their presence in a wide variety of sources. Discuss what is meant by a 'balanced diet'.</p> <p>Investigate properties of light, including that it appears to travel in straight lines, through examining how shadows are formed, attempting to see in complete darkness (using a darkened room, or sealed black tube with an object at one end) and examining light sources and reflective surfaces.</p>