

### Curiosity Box Lockdown Subscription Curriculum Links

Date shipped	Theme	Activities	Curriculum links
8th Jan	Mighty Microbeasts	Burping Yeast Make a microbe	<p>Living things and habitats/Evolution and inheritance:</p> <ul style="list-style-type: none"> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals</li> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
15th Jan	Light Fantastic	Down Periscope Mystic Marbles	<p>Engineering and design:</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p>Light:</p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul>
22nd Jan	Cool Crystals	Sparkling Snowflakes Goldrush	<p>States of matter/ Properties and changes of materials</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle.</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> </ul>

29th Jan	Spooky Science	<p>Dracula's cloak</p> <p>Build a bone</p>	<p>States of matter/ Properties and changes of materials:</p> <ul style="list-style-type: none"> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p>Engineering and design:</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
5th Feb	Magnificent Magnets	<p>Make a magnet</p> <p>Magnetic money trap</p> <p>Make a compass</p>	<p>Forces and Magnets:</p> <ul style="list-style-type: none"> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having two poles</li> </ul> <p>Engineering and design:</p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
12th Feb	Bees and pollinators	<p>Bumblebee B&amp;B</p> <p>Flower Power</p>	<p>Plants, animals and habitats:</p> <ul style="list-style-type: none"> <li>• identify different parts of flowering plants</li> <li>• explore the requirements of plants for life and growth</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Engineering and design:</p> <ul style="list-style-type: none"> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>