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| **Autumn** | **Spring** | **Summer** |
| **Year 2** | | |
| Introduction to Habitats and Animals | Plants – Needs and planting bulbs | Plants – planting seeds, ongoing observations of seeds and bulbs |
| Materials – choosing for purpose | Habitats – not completed | Materials – changing shape |
| **Year 3** | | |
| Animals – nutrition (with D&T) and skeletons | Light | Rocks and soils |
| Forces and magnets | Plants – parts and functions, planting | Plants – later stages of life cycle |
| **Year 4** | | |
| Animals - Digestive system | Materials - Changes of state | Habitats - Classification and Animals - food chains |
| Sound | Electricity | Habitats - Human impact |

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| **Missed / at risk content from Y2** | **Notes** | **Year 3 action** | **Initial assessment** | **Year 4 action** | **Initial assessment** |
| **Living things in their habitats** | | | | | |
| explore and compare the differences between things that are living, dead, and things that have never been alive | Not taught – final lessons of the unit |  |  | Teach as extra lesson(s) in Y4 habitats before classifying | *Big question: How can we tell if something is alive?* |
| ***Enquiry***  *TAPS – living and non-living* |
| **Plants** | | | | | |
| observe and describe how seeds and bulbs grow into mature plants | Able to complete bulbs as home learning. Some children planted seeds at home but with variable success | Do not assume prior learning when teaching plant life cycle | *Explorify - Shooting sprouts (Video)* |  |  |
| ***Enquiry***  *Include in Y3 observing over time – plant life cycle* |

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| **Materials** | | | | | |
| find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Not taught | Teach as introduction to forces at start of forces unit | *Explorify – Changing shape (Mystery bag)* |  |  |
| ***Enquiry***  *Choosing materials to make Horrid Henry’s catapult* |

*\*Enquiry in the primary curriculum is fundamental to how children make sense of the world around them and acquire the understanding of the key concepts. Italics are used to indicate that these are examples and not compulsory activity. Each school selects the enquiry approach and question that is right for their setting. Further typical enquiry examples can be found in the non-statutory guidance of the NC.*

*The initial assessment activities are also examples, chosen from the suggestions included on the information and guidance document. Those suggestions only include some of the many possible ways of establishing starting points. Each school selects elicitation strategies that are right for their setting.*