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| **Autumn** | **Spring** | **Summer** |
| **Year 3** |
| Animals – nutrition (with D&T) and skeletons | Light | Rocks and soils – partly taught as home learning |
| Forces and magnets | Plants – parts and functions, planting - partly completed | Plants – later stages of life cycle – partly as home learning |
| **Year 4** |
| Animals - Digestive system | Materials  | Habitats - Classification and Animals - food chains  |
| Sound | Electricity  | Habitats - Human impact  |
| **Year 5** |
| Earth and space | Materials – properties and uses | Habitats – life cycles |
| Forces | Materials - changes | Animals – human life cycle (taught with SRE) |
| **Year 6** |
| Animals – circulatory system and health (with PSHE) | Evolution and inheritance | Habitats - classification |
| Light | Electricity |

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| **Missed / at risk content from Y3** | **Notes** | **Year 4 action** | **Initial assessment** | **Year 5 actions** | **Initial assessment** | **Year 6 Actions** | **Initial assessment** |
| **Rocks** |
| compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Not able to teach as home learning | Include rocks and soils in habitats unit | *Big Question – Where did the soil in our nature area come from?* |  |  |  |  |
| recognise that soils are made from rocks and organic matter | ***Enquiry****Identify and group rocks**TAPS focussed assessment: Rock reports (hardness)* *Classify rocks as permeable or not.* |
| describe in simple terms how fossils are formed when things that have lived are trapped within rock | Taught as home learning |  |  |  |  | Revisit and consolidate in evolution unit | *Odd one out – fossil, rock, skeleton* |
| ***Enquiry****Could teach as research enquiry* |

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| **Plants** |
| identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and **flowers**  | Taught except for functions of the flower |  |  | Include additional lessons on plant life cycle in habitats units | *Explorify – Friends of flowers (Odd one out),*  |  |  |
| explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Seeds and seedlings planted but few observations made |  |  | ***Enquiry****Plant pea and sunflower seeds and observe full life cycle.**Dissect flowers to identify parts in different species**Test which wind dispersed seeds travel the furthest.* | *Explorify –Growing seed (Video), Sightseeing seeds (Odd one out)* |  |  |

*\*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.*