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| **Autumn** | **Spring** | **Summer** |
| **Year 4** | | |
| Animals - Digestive system | Materials - Changes of state | Habitats - Classification and Animals - food chains - home |
| Sound | Electricity – part completed | Habitats - Human impact – partly taught as home learning |
| **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 Y4** | **Notes** | **Year 5 action** | **Initial assessment** | **Year 6 action** | **Initial assessment** |
| **Electricity** | | | | | |
| recognise some common conductors and insulators, and associate metals with being good conductors | Not able to cover as home learning. Also missed application of this to making own switches | When teaching Y5 materials be aware children will not be familiar with electrical conductivity – do not include |  | Include conductors and insulators in electricity unit.  Make switches in electricity unit or in D&T control unit (Summer 2) | *Problem solving – what could we use if we have no wires, and why*? |
| ***Enquiry***  *TAPS focussed assessment: Does it conduct electricity?* |
| **Animals including humans** | | | | | |
| construct and interpret a variety of food chains, identifying producers, predators and prey. | Taught as home learning. | Revisit and consolidate by extending habitats unit | *Explorify – Family meal (Video)* |  |  |
| ***Enquiry***  *Research feeding relationships in a habitat (different one from home learning – literacy link) and draw food chains.* |

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| **Living things in their habitats** | | | | | |
| recognise that living things can be grouped in a variety of ways | Taught as home learning | Revisit and consolidate practically by extending habitats unit | *Sorting activities – own and then given criteria* |  |  |
| explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment | ***Enquiry***  *Sorting and classifying living things* | *Use pictures and keys to identify and classify of South American animals (geography topic)* |  |  |
| recognise that environments can change and that this can sometimes pose dangers to living things | Not taught | Include in habitats unit | *Concept Cartoon – Plants and animals (2.3)* |  |  |
| ***Enquiry***  *Litter survey* |

*\*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.*