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| **NC statement missed** | **End of KS2 TAF statement** | **Catch up** | **Initial assessment suggestions\*** | **Notes - and highlighted risk**  (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units) |
| **Year 1** | | | | |
| **Plants** | | | | |
| identify and name a variety of common wild and garden plants including deciduous and evergreen trees | name different plants and animals and describe how they are suited to different habitats [Y2] | Y2 Habitats unit | Observation and matching:  Can you find the plant this leaf came from?  Using a spotter sheet to identify plants | Will be taught naturally through habitats unit – naming plants that are included in work on food chains and adaptation. |
| Identify and describe the basic structure of a variety of common flowering plants, including trees | Not specified in TAF | Y3 Plants unit | Explorify – Types of leaves (Odd one out)  Active assessment: Plant parts card sort [££]  Explorify – Rich pickings (Video) | Basic plant parts, likely to be known from EYFS.  Likely to be covered incidentally when observing germination and growth in Y2 but will be revisited in Y3. |

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| **Year 1** | | | | |
| **Animals, including humans** | | | | |
| identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | name different plants and animals and describe how they are suited to different habitats [Y2] | Y2 Habitats unit | Odd one out activities with animals from the vertebrate groups including:  Explorify – Spooky animals (Odd one out), Tip the scales (Odd one out)    Who am I? games  Explorify – Creature comforts (Zoom in, zoom out)  Explorify – In the swim (Video) | Some familiarity likely from EYFS.  Taught through habitats unit – adaptation of range of vertebrates to habitat.  Classifying into vertebrate groups not needed - will be taught in Y4. |
| identify and name a variety of common animals that are carnivores, herbivores and omnivores | **group animals according to what they eat [Y1],** describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [Y2] | Y2 Habitats unit | Will be covered naturally through teaching of feeding relationships in habitats unit |
| describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | **describe and compare the observable features of animals from a range of groups [Y1]** | Y2 Habitats unit  or  Y4 Habitats unit | Some description and comparison of features specific to different animal groups is likely to occur naturally when identifying animals in Y2 habitats unit and more specific teaching could be included if time. If not, this can be included in Y4 |
| identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **name and locate parts of the human body, including those related to the senses [Y1],** and describe the importance of exercise, a balanced diet and hygiene for humans [Y2] | Y2 Animals unit  or  Y3 Animals unit | Simon Says body parts game including show me which body part you use for seeing etc (Y2)  Draw a body outline and label the external parts you know the names of. Now draw what you think is inside the arms and legs. Is there anything similar you can draw inside other parts of the body? (Y3) | Most children should have knowledge from EYFS.  Gaps can be addressed by extra teaching in either Y2 or Y3 depending on time. |

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| **Year 1** | | | | |
| **Everyday materials** | | | | |
| distinguish between an object and the material from which it is made | * **distinguish objects from materials, describe their properties, identify and group everyday materials [Y1],** and compare their suitability for different uses [Y2]. | Y2 Materials unit | Sorting activities  Find me games e.g.  something which is … (property)  something made from …  Explorify – Synthetic selection (Mystery bag) | Year 2 unit will need to be expanded to allow additional time for exploring and testing properties, building on what they will have done in EYFS, addressing gaps in knowledge of material and properties so they can make links to uses. |
| identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock |
| describe the simple physical properties of a variety of everyday materials |
| compare and group together a variety of everyday materials on the basis of their simple physical properties |

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| **Year 1** | | | | |
| **Seasonal changes** | | | | |
| observe and describe weather associated with the seasons and how day length varies. | **describe seasonal changes [Y1]** | Y2 or Y4 Ongoing unit -1 week of weather and habitat observations per season or per half term | Making predictions – what will the weather be like / what changes might we see when we make our next set of observations  Explorify – Seasons (Video) | Basic knowledge of seasons likely from EYFS.  Could be built into Y2 or Y4 habitats.  Links well to Y2 geography.  Ideally, structure the unit to include short, observations of plants, animals and weather in local habitats each season or half term prior to main teaching of the unit in summer term. |
| observe changes across the four seasons |

*\* Main sources of initial assessment activities included in this document (further assessment resources ideas are included in the ‘How to Guide’):*

* *Explorify* [*https://explorify.wellcome.ac.uk/*](https://explorify.wellcome.ac.uk/)
* *Active Assessment – Stuart Naylor, Brenda Keogh, Anne Goldsworthy* [*https://www.millgatehouse.co.uk/*](https://www.millgatehouse.co.uk/)