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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 2** |
| **Living things and their habitats** |
| explore and compare the differences between things that are living, dead, and things that have never been alive | **identify whether things are alive, dead or have never lived [Y2]** | Y4 Habitats unit | Sorting activityBig question: How can we tell if something is alive?Explorify – Living, moving (Odd one out) | Establish categories of living/dead/never living before classifying living things. |
| identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other | **name different plants and animals and describe how they are suited to different habitats [Y2]** | Explorify – Why can’t fish live on land (Big question), What if … Humans lived underwater?Habitat walk – what would you expect to find here? | The basic ideas of what a habitat is, adaptation and interdependence will need to be taught before moving on to the impact of change to a habitat.  |
| identify and name a variety of plants and animals in their habitats, including micro-habitats  | Explorify – Muddy buds (Odd one out)Observation and matching using spotter sheets or keys. | Will be covered through teaching of classification in Y4 unit. May need to adjust starting point for observation and identification skills |
| describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food | 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]** | Y4 Animals unit | Explorify – Muddy meal (video) | Adjust starting point for Y4 work on food chains |

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| **Year 2** |
| **Plants** |
| find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | **describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [Y2]** | Y3 Plants unit | Poorly plant – what might my plant need to make it healthy again? | Some knowledge of basic needs of plants likely from EYFS. Will be covered under requirements for life and growth - adjust starting point for this. |
| observe and describe how seeds and bulbs grow into mature plants | Y3 Plants unitandY5 Habitats unit | Concept Cartoon – Seeds in the dark (1.1) [££]Explorify – Seeds of Life (Odd one out), Shooting sprouts (Video)Active Assessment – Generating instructions – Growing seeds [££] | Observe growth from seeds as part of Y3 life cycle work. As Y3 focus is on flowers and seed production include bulbs in Y5 habitats where emphasis is on comparing different life cycles. |

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| **Year 2** |
| **Animals, including humans** |
| notice that animals, including humans, have offspring which grow into adults | **describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [Y2]** | Y5 Habitats unitAndY5 Animals unit | Explorify – Looking after baby (Odd one out), Baby animals (Odd one out), Unexpected eggs (Video)Odd one out – young mammal, bird and larva or vertebrate or invertebrate that undergoes metamorphosis. | Some knowledge of baby animals likely from EYFS. Growth and ability to have offspring will be mentioned as characteristics of living things in Y4 habitats. Adjust starting points. Some earlier teaching of human life cycle may be needed as prior learning for PSHE |
| find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  | Y3 Animals unit | Explorify – How would you survive in a rainforest? (Big Question)What would you need on a desert island/ voyage to Mars? | Need for food and water will be covered in Y3 nutrition – adjust starting point. Include a mention of the need for air but this will be picked up in Y6 Animals unit.  |
| describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | 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]** | Y3 Animals unit andCross-curricular  | Explorify – Fuel up (Odd one out) Explorify – What if … We couldn’t exercise? | Adjust stating point of nutrition element of Y3 Animals. Although exercise and hygiene will be picked up in Y6 Animals unit this should also be addressed though ongoing cross-curricular work (PE, PSHE) on health and wellbeing. |

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| **Year 2** |
| **Uses of everyday materials** |
| identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | distinguish objects from materials, describe their properties, identify and group everyday materials [Y1], **and compare their suitability for different uses [Y2].** | Y3 or Y4 Additional materials lessonsandY3 Rocks unit(Y5 Materials unit)Y3 forces | Explorify What if … activities – …All materials were transparent; …Every material was rigid; …Every material was stretchyPoem – Woolly saucepan by Michael Rosen – RSC That’s Chemistry <https://edu.rsc.org/resources/primary>  | Properties and uses next revisited in Y5. Some teaching needed before this as Y5 will build on Y2 but focus on different properties. Additional consolidation content could also be included in Y5 unit. Properties and uses of rocks taught in Rocks unit |
| find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Explorify – Pottery (video)Explorify – Changing shape (Mystery bag)Explorify What if … activities –…Every material was rigid; …Every material was stretchy | Additional lessons to be taught either before (as part of Y3 additional unit) or at the start of Y3 forces as this is the introduction to the effects of pushes and pulls. |

*\* 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/)
* *Concept Cartoons – Stuart Naylor and Brenda Keogh* [*https://www.millgatehouse.co.uk/*](https://www.millgatehouse.co.uk/)
* *Active Assessment – Stuart Naylor, Brenda Keogh, Anne Goldsworthy* [*https://www.millgatehouse.co.uk/*](https://www.millgatehouse.co.uk/)