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| **NC statement missed** | **End of KS2 TAF statement** | **Opportunity to 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 5** | | | | |
| **Living things and their habitats** | | | | |
| describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird | name, locate and describe the functions of the main parts of the digestive [Y4], musculoskeletal [Y3], and circulatory systems [Y6], and **describe and compare different reproductive processes and life cycles, in animals [Y5].**  **name, locate and describe the functions of the main parts of plants, including those involved in reproduction [Y5]** and transporting water and nutrients [Y3]. | Y6 Habitats unit | Concept Cartoon – Babies (1.7) [££]  Explorify – Coming out to play (video) | Basic understanding of animal life cycles from Y2  Life cycles are one distinguishing characteristic of different formal classification groups. |
| describe the life process of reproduction in some plants and animals | Y6 Habitats unit  or  Y6 Evolution unit | Concept cartoon – New plants (1.5) [££]  Explorify – Super seeds (Video), Growing seed (Video), Desert rose (Video) | For animals, as above  Sexual reproduction in plants taught in Y3 – revisiting this is therefore low priority. Asexual reproduction in plants low priority but could be included briefly in habitats or as an exception to variation of offspring in evolution |

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| **Year 5** | | | | |
| **Animals, including humans** | | | | |
| describe the changes as humans develop to old age. | name, locate and describe the functions of the main parts of the digestive [Y4], musculoskeletal [Y3], and circulatory systems [Y6], and **describe and compare different reproductive processes and life cycles, in animals [Y5].** | PSHE  or  Y6 Additional lessons  or  Y6 Habitats unit | What if people laid eggs? | Puberty is essential PSHE, so should gestation be taught as part of catch up in that subject. If not, then teach aspects not familiar from Y2 (puberty, gestation) as standalone lessons or with animal life cycles in Y6.  Recap of other stages low priority. |

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| **Year 5** | | | | |
| **Properties and changes of materials** | | | | |
| compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets | **group and identify materials [Y5],** including rocks [Y3], **in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [Y5].** | Y6 Additional lessons  Y6 Electricity unit  Y6 Light unit | Concept Cartoon – Snowman (3.2) [££]  Explorify – Cosy Comfort (Zoom in, zoom out)  Explorify mystery bag activities – Interesting insulators or Electrifying metals | No specific link to future learning in Y6.  Apart from solubility (covered as part of new learning about dissolving) and thermal conductivity this is revisiting of learning from LKS2 and Y2. Focus catch-up learning on unfamiliar properties.  Electrical conductivity can be briefly revisited in Y6 electricity if not secure from Y4. Transparency can be revisited in Y6 light if not secure from Y3. |
| * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic | Poem – Woolly saucepan by Michael Rosen – RSC That’s Chemistry <https://edu.rsc.org/resources/primary> |
| know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | **identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [Y5].** | Y6 Additional unit | Explorify – Delicious Drinks (Odd one out)  Active Assessment - Concept sentences – melting and dissolving [££] | No specific link to future learning in Y6.  Needed for learning in KS3 (although some repetition e.g. dissolving, separation techniques, changes of state likely).  Teach standalone in Y6 as a short unit on mixing, separation and changes. |
| use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | Explorify – Delicious Drinks (Odd one out) |
| demonstrate that dissolving, mixing and changes of state are reversible changes | **identify, with reasons, whether changes in materials are reversible or not [Y5].** | Explorify – Delicious Drinks (Odd one out) |
| explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Concept Cartoons – Burning candle (4.7), Alka Seltzer (4.9) [££]  Explorify – Fire fighting (Video), Baking cookies (Video) |

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| **Year 5** | | | | |
| **Earth and Space** | | | | |
| describe the Sun, Earth and Moon as approximately spherical bodies | **describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the earth’s rotation and that this results in day and night [Y5].** | Y6 Additional lessons  Standalone or linked to Y6 Light unit | Odd one out – Earth, Sun and Moon (Explorify – Celestial objects)  Concept Cartoon – 24 hours (9.1) [££]  What if (or PMI) the Earth stopped spinning?  Active Assessment – True False statements – Earth and beyond [££] | No specific link to future learning in Y6.  Needed for learning in KS3 which builds without obvious repetition.  Seasons and Earth’s tilt not needed (KS3)  Teach standalone as a short unit in Y6 or linked to learning about light |
| describe the movement of the Earth, and other planets, relative to the Sun in the solar system |
| describe the movement of the Moon relative to the Earth |
| use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky | Explorify – Light and time (video)  What if (or PMI) … the Earth stopped spinning?  Active Assessment - Drawings– Movement of the Sun [££] |

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| **Year 5** | | | | |
| **Forces** | | | | |
| explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object | **describe the effects of simple forces that involve contact (air and water resistance, friction) [Y5], that act at a distance** (magnetic forces, including those between like and unlike magnetic pole) [Y3], **and gravity [Y5].** | Y6 Additional unit | Explorify – What if … There was no gravity?  Active Assessment – Thought experiments – Falling stone [££] | No specific link to future learning in Y6.  Needed for learning in KS3 although some repetition likely.  Friction introduced in Y3 – check starting point |
| identify the effects of air resistance, water resistance and friction, that act between moving surfaces | Concept Cartoon – Falling (6.2), Skateboard (6.6), Football (6.7), Space walk (6.11) [££]  Explorify – Floating bottle (video), Shoot the breeze (Odd one out) |
| recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect | **identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force [Y5].** | Y6 Additional lessons | Explorify – Take a whisk (video) | No specific link to future learning in Y6.  Simple machines taught in KS3 – repetition likely.  Should be covered / have been covered at least in part through D&T. |

*\* 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/)