

**Science Catch Up Curriculum**  
Post Corona 2020 Next Steps to Catch Up Learning

NC Statement Missed	Catch up	Initial Assessment Suggestions for 2020/21	Notes- and highlighted risk (Red will need to be taught additionally, Green will fit into current units.)
<b>Nursery</b>			
<p><b>Living things and their Habitats – Animals</b> 43-48 Responds to experiences and explorations of why things happen and how things work in the natural and ‘made’ world. 49-54 Looks closely at similarities, differences, patterns and change in own environment and that of others.</p>	<p><b>Reception (2020/21) – Autumn 1</b> Is everyone’s house the same? Look at animal homes and how they are suited to their habitat.</p>		<p>Will be covered through the teaching of animal habitats in Reception.</p>
<p><b>Seasonal Changes/Changing Materials</b> 49-54 Looks closely at similarities, differences, patterns and change in own environment and that of others.</p>	<p><b>Reception (2020/21 – Spring 1</b> Why is it always cold in winter look at animal habitats. Plan for an ice experiment.</p>		<p>Plan for an investigation around melting and freezing.</p>
<b>Reception</b>			
<p><b>Living things and their Habitats – Mini-beasts</b> 61-66 Knows about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes. ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes</p>	<p><b>Year 2 (2021/22)</b> Living Things and their Habitats – Micro habitats</p>	<p>Explorify – Hostile world, nothing lives here or does it?</p>	<p>Will be covered through the teaching of microhabitats in Year 2.</p>
<b>Year 1</b>			
<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Year 2 (2020/21)</b> Plants</p>	<p>TAPS – Plant Structures (Y1)</p>	<p>Will be covered through the teaching of Plants in Year 2.</p>
<p><b>Animals including Humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Year 2 (2020/21)</b> Animals Including Humans <b>Year 4 (2022/23)</b> Habitats Classification Keys <b>Year 5 (2023/24)</b> Living Things and their Habitats – food chains</p>	<p>Explorify – In your eyes, To flee or not to flee, Hanging out, In the swim  TAPS – Animal Classification, Animal Body Parts (Y1)</p>	<p>Adjust starting points for Y2 introduce animal groups omnivores, herbivores and carnivores, reptiles, birds, fish, amphibians, mammals as you teach children about animals their young. Teach senses through exercise topic in Y2. Adjust starting points for Y4 implicitly teach animal groups omnivores, carnivores, and herbivores. Implicitly teach animal group name e.g. reptiles. Will be covered in Y5 food chains topic.</p>
<b>Year 2</b>			

<p><b>Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p>	<p><b>Year 4 (2021/22)</b> Habitats Classification Keys <b>Year 5 (2022/23)</b> Living Things and their Habitats – food chains</p>	<p>Explorify – In your eyes, To flee or not to flee, Hanging out, In the swim  TAPS – Nature Spotters (Y2)</p>	<p>Adjust starting points for Y4 assume that the year 2 topic has not been taught and refresh on habitats and start food chains without prior knowledge.</p>
<p><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Year 3 (2020/21)</b> – Plants</p>	<p>TAPs – Plants Growth (Y2)</p>	<p>Adjust starting points for Y3 plan an investigation around temperature, light, water etc.</p>
<b>Year 3</b>			
<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter.</p>	<p><b>Year 4 (2020/21)</b> – Additionally teach Rocks Topic</p>	<p>Explorify – Animal remains</p>	<p><b>Additionally, teach Rocks topic perhaps include it in the Y4 Materials Topic.</b></p>
<p><b>Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Year 4 (2020/21)</b> – Living things and their Habitats.  <b>Year 5 (2021/22)</b> – Animals including Humans &amp; Habitats</p>	<p>Explorify – Get growing on Mars, Water Colours, Friends of Flowers, Super Seeds.  TAPS – Plants Measuring, Plants Growth (Y3)</p>	<p><b>Additionally, include function of plants and their five requirements into Y4 classification keys.</b>  <b>Additionally, include plants into Y5 Reproduction – add seed dispersal and pollination.</b></p>
<b>Year 4</b>			
<p><b>Sound – half completed</b> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Year 6 (2021/22)</b> – Electricity</p>	<p>TAPS – Sound Pitch/Sound String Phones (Y4)</p>	<p>Adjust starting points to include a short recap of Sound Unit to judge starting points.</p>

<p><b>Electricity</b> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p><b>Year 6 (2022/23)</b> – Electricity Unit</p>	<p>TAPS – Electrical Conductors (Y4)</p>	<p><b>Adjust starting points in Yr6 Electricity Topic assume limited vocabulary and knowledge of switches, currents, and conductivity.</b></p>
<p><b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and this can sometimes pose dangers to living things.</p>	<p><b>Year 5 (2020/21)</b> - Living things and their Habitats <b>Year 6 (2021/22)</b> – Living things and their Habitats</p>	<p>TAPS – Local Environment Study (Y4)</p>	<p><b>Additionally, teach grouping of animals and changing environments in Year 5 to cover missed learning.</b>  <b>Adjust starting points in Year 6 when teaching classification keys.</b></p>
<b>Year 5</b>			
<p><b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effect of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Year 6 (2020/21)– Teach Forces Unit additionally to other Y6 Science topics.</b></p>	<p>TAPS – Spinners, Aquadynamics (Y5)  Explorify – Bounce and turn, pole position, big hitters, roll up roll up.</p>	<p><b>Teach additionally in Y6 make possible links to D&amp;T.</b></p>
<p><b>Animals Including Humans</b> Describe the changes as humans develop to old age</p>	<p><b>Year 6 (2020/21)</b> – Animals Including Humans</p>	<p>Explorify – What if the average age of a human was 200?</p>	<p>Include in Evolution and Inheritance topic.</p>
<b>Year 6</b>			
<p><b>Evolution and Inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of year ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.</p>	<p>Inform Year 7 teachers of missed units on transition days.</p>	<p>Explorify – Perfect pinchers, garden blades, on thin ice.</p>	<p><b>Teach additional Forces Unit this year 2020/21.</b></p>
<p><b>Animals including Humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals including humans.</p>	<p>Inform Year 7 teachers of missed units on transition days</p>	<p>Explorify – Get your blood pumping</p>	