

Class 3: Year C: Summer Term

Science

Focus area in Nat Curriculum	Living things and their habitats (Y4)		
NC objectives - key knowledge to learn	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 in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things		
Enquiry Types	Pattern seeking, observation over time, identifying, classifying and name.		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Explore similarities and differences in animals	
	Y1	Some animal classification	
	Y2	Look at life cycles and offspring	
	Y3	Animal skeletons	
Enrichment opportunities	Abington Woods and locality- explore a range of habitats		
Outdoor learning	Create perfect habitats for a range of creatures / animals- mounds / STEAM area.		
Equalities, diversity and inclusion			
Assessment of learning	• Vocabulary - pre and post Unit assessment • Initial assessment activities to gauge how much children have retained from previous learning about living things • Bath Spa Assessment • Low-stakes quizzing and retrieval activities at start of lessons • Discussions - highlight misconceptions and clarify • Use of vocabulary when writing up investigations and research		
Vocabulary	Science Vocabulary Document		

Focus area in Nat Curriculum	Plants (Y3)		
NC objectives - key knowledge to learn	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		
Enquiry Types	Pattern seeking, observation over time, identifying, classifying and name.		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Identify plants in the locality	
	Y1	Name common flowering / non flowering plants	
	Y2	How seeds grow and what plants need to grow	
	Y3	Functions of plants, water transportation through stem, seed / flower life cycle	
Enrichment opportunities	Greenhouse area- plant own flowers / plants and monitor		
Outdoor learning	As above Use of Abington to explore natural seed dispersal		
Equalities, diversity and inclusion	Plants from all over the world		
Assessment of learning	• Vocabulary - pre and post Unit assessment • Initial assessment activities to gauge how much children have retained from previous learning about living things • Bath Spa Assessment • Low-stakes quizzing and retrieval activities at start of lessons • Discussions - highlight misconceptions and clarify • Use of vocabulary when writing up investigations and research		
Vocabulary	Science Vocabulary Document		

Focus area in Nat Curriculum	Light		
NC objectives - key knowledge to learn	● recognise that they need light in order to see things and that dark is the absence of light ● notice that light is reflected from surfaces ● recognise that light from the sun can be dangerous and that there are ways to protect their eyes ● recognise that shadows are formed when the light from a light source is blocked by an opaque object ● find patterns in the way that the size of shadows change.		
Enquiry Types	Observing over time, pattern seeking		
Relevant prior learning		Prior learning	Teaching points/notes
	YR	Children will have identified different light sources.	Children will have been given the chance to explore torches in a darkened room. Children may have created stained glass effect pictures to show how natural light changes the colour.
	Y1	Children will have identified natural and man made light.	
	Y2		
	Y3	Children will have investigated how light changes colour through coloured acetate.	
Enrichment opportunities			
Outdoor learning	Class sundial/shadow investigation on the playground.		
Equalities, diversity and inclusion	Talk and research a range of Scientists.		
Assessment of learning	Shadow testing - Bath Spa (Y3/4)		
Vocabulary	Science Vocabulary Document		