

Class Year D: Summer Term 2026: Science

Summer 1

Focus area in Nat Curriculum	Living things and their habitats (Y4)		
NC objectives - key knowledge to learn	<ul style="list-style-type: none"> ● 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	Identifying, grouping and classifying; comparative tests; observe change over time; pattern seeking; secondary research		
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	Ensure positive attitudes / discussions		
Assessment of learning	<ul style="list-style-type: none"> ● Vocabulary - pre and post Unit assessment ● Initial assessment activities to gauge how much children have retained from previous learning about living things ● 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	Vocabulary Document		

Summer 2

Focus area in Nat Curriculum	Plants (Y3)		
NC objectives - key knowledge to learn	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>		
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	<ul style="list-style-type: none"> ● 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	Vocabulary Document		