

Class 5 Science: Autumn Term 1 - 2026

Focus area in Nat Curriculum	Evolution and Inheritance		
NC objectives - key knowledge to learn	- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years 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 adaptation may lead to evolution.		
Enquiry Types	Drawing Conclusions, Noticing Patterns & Presenting Findings Using Scientific Evidence & Secondary Sources of Information		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	Y3	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	
	Y6		Re-cap prior learning; establish who has remembered by asking pupils to discuss and write down their current understanding. Assess and clarify any misconceptions. Discuss individually. Research in further detail using correct vocabulary from Y3 eg. sedimentary rock
Enrichment opportunities	- Abington Woods - using this as the basis of an environment/habitat, children mould, with clay, their adapted creature; using natural materials they add to their model to clarify any camouflage or features. Children position their adapted creature within their specific habitat (eg under a mushroom). Photos taken. In class, children use these photos to explain: habitat, offspring, appearance, adaptive traits, diet, survival skills etc. - Reading comprehension - Charles Darwin - Create a Reading Comprehension of an animal/plant of their choice - secondary sources. Using Slides, they create an information text and comprehension questions. Given to Y5 as a comprehension exercise. Passed back to Y6 for marking and feedback to Y5. Homework exercise - Beak Shape Investigation - pattern seeking - to find out which adaptations contribute to natural selection and survival. Present data, graph and conclude. - Imagine adaptations in humans in the future and why this may happen. - Potential visit to Illumina to see Scientists in action re: DNA- Science Capital - Extract DNA from a banana. Enrichment in December - Cross-curricular English - Write a biography of Mary Anning (or another) - Children write a letter as Charles Darwin or another key scientist on aged paper after editing - use as a corridor display to celebrate their learning, presentation, history, but marked as Science focus - Corridor Display of Pupils relatives - can you spot the parent? - Potential visit to Zoology Department (Evolution aspect)		
Assessment of learning	Bath Spa Assessment - report and present. Children meeting the objective would be able to create an animal and explain, with reference to specific features/characteristics, how it is adapted to survive in its habitat. Some children may consider its predators or prey.		

Focus area in Nat Curriculum	Evolution and Inheritance
	• Discussion - highlight misconceptions and clarify • Possible quiz at the end of topic • Vocabulary - pre and post Unit assessment • Low-stakes quizzing at start of lessons • Use of vocabulary when writing up investigations / ability to present data clearly in tables and graphs
Vocabulary	Link to Document

Class 5 Science: Autumn term 2

Focus area in Nat Curriculum	Living Things & Their Habitats		
NC objectives - key knowledge to learn	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; • Give reasons for classifying plants and animals based on specific characteristics.		
Enquiry Types	Observing and Measuring Changes Over Time Record data using classification keys - classify plants and animals based on specific characteristics		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
	KS1	Y2 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 microhabitats; 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.	
	Y3	Depends on 2 year cycle	

Focus area in Nat Curriculum	Living Things & Their Habitats		
	Y4	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.	
	Y5	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; describe the life process of reproduction in some plants and animals.	
	Y6		Re-cap prior learning; establish who has remembered by asking pupils to discuss and write down their current understanding. Discuss, assess and clarify any misconceptions. Discuss individually.
Enrichment opportunities	- Abington Woods - with magnifying glasses, observation etc - choose a small area/inc. river - identify invertebrates in their local habitat - Can they classify them? May be hard due to the time of year? A plant leaf may be more successful? - Invent and classify a creature/organism/plant based on its characteristics. Ask peers to identify what it is eg. mammal, omnivore using the Linnaean System (Maximum Latin scheme has a lesson). Add to Twitter (X) and ask the science community what they think. Audience / Purpose. - Pupils design their own 'mould' investigation to find out the conditions needed to cause mould on bread. - Using TA resources, children use an aga dish to measure the bacteria on their hands - will it grow? What does this say about their hand hygiene? Why did the bacteria grow? Share results with the Science Community - can they identify the bacteria type?		
Assessment of learning	- Bath Spa Assessment - Who am I? Children meeting the objective would be able to ask yes/no questions, in their game or their key, which would demonstrate understanding of key differences between animal types: e.g, fur, scales or feathers. - Vocabulary - pre and post Unit assessment - Low-stakes quizzing at start of lessons - Discussions - highlight misconceptions and clarify - Use of vocabulary when writing up investigations / ability to present data clearly in tables and graphs Extension: Give the children a fictitious animal that the children have to classify, using branch diagrams that they are familiar with. Children to design their own species of living thing that would fit in with one of the classification groups. - Possible end of unit quiz		
Vocabulary	Link to Document		