



Summer 2 Science Planning Overview CLC MAT



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|--|--|--|--|---|---|
| Science Topic | Animals | Habitats | Plants | Habitats | Plants and Animals | Electricity |
| C.S.S Title (v2) | Animals (vertebrates) | Local habitats | Flowering Plants Life cycle | Human Impact On The Environment | Plant and Animal Lifecycles | Changing Circuits |
| Week 1 | Who's Who In The Animal World? | Are The Things I Find Alive, Have They Never Been Alive Or Were They Once Alive? | What Is Inside A Flower? | What Is The Impact of Litter In Our School? | How Do Flowering Plants Produce Seeds | How Do We Light The Lamp? |
| Week 2 | What's So Special About Birds? | What Do Animals That Live In the Woods Eat? | What Is Animal Pollination? | How Do Materials Change Over Time? | Do All Plants Have the Same Number of Reproductive Parts? | How Can We Change A Circuit? |
| Week 3 | What Makes An Amphibian an Amphibian? | What Animals Live in This Woody Habitat? | What Is Wind Pollination? | How Do Microplastics Get Into The Food Chain? | How Can We Grow More Plants Without Seeds? | How Can We Change The Brightness of a Lamp? |
| Week 4 | Do Fish Have Fingers? | What Animals Live in this Grassy Habitat? | What Are Fruits? | How Can We Prevent Microplastics From Getting Into Our Food Chain? | Do All Mammals Have The Same Gestation Period? | How Can We Change How Other Components Work? |
| Week 5 | Are Humans Mammals? | What Do Animals That Live in the Woods Eat? | How Are Seeds Dispersed? | How Can We Clean Up Birds Affected By An Oil Spill? | How Do Amphibians Change Throughout Their Lifecycle? | How Can We Predict Which Circuit Will Have the Brighter Lamp? |
| Week 6 | (no sixth lesson the CCSS v3 portal for this unit) | What do the Animals That Live In The Pond Eat? | (no sixth lesson the CCSS v3 portal for this unit) | (no sixth lesson the CCSS v3 portal for this unit) | Do All Insects Go Through the Same Life Cycle? | (no sixth lesson the CCSS v3 portal for this unit) |

Prior to lesson 1:

1. Complete diagnostic test and upload data on EXCEL on-going record
2. go through knowledge organiser.

Each lesson to include:

1. date- Enquiry Question and Vocabulary for the lesson (instead of Learning Objective)
2. Prior knowledge task including an Explorify activity.
3. tier 1, 2, 3 vocabulary instead of an LO which is to be highlighted by pupils at the end of the lesson to evidence its usage.
4. clear and accurate adherence to the lesson plan for all content which can be adapted to cater for the differing educational needs within the class.

Post final lesson of unit:

1. go through all gap tasks to ensure they have been completed and all work is marked in line with Feedback and Marking Policy
2. complete end of unit assessment and upload data on EXCEL on-going record