



Hello and welcome to your half-termly update from Brenda Hayles.

PRIMARY SCIENCE

All you need to know for Spring 2

SPRING 2 KEY STAGE 2

Spring 2 in KS2 follows a clear biology progression: **life-cycles** → **reproduction** → **classification** → **change over time (adaptation/evolution)**.

This half-term's units help pupils move from describing what they can see to explaining patterns and processes using accurate scientific language.

To support teaching across these units, we have brought key planning, teaching, and assessment resources together in one Spring 2 toolkit.

Spring 2 KS2 units:

1. **Year 3 — Animals Including Humans**
2. **Year 4 — Living Things and Their Habitats**
3. **Year 5 — Living Things and Their Habitats**
4. **Year 6 — Evolution and Inheritance**

1. TAPPING INTO PRIOR KNOWLEDGE

Each unit opens with a short retrieval task so you can see what children already know (and what they think they know) before teaching begins.

ANIMALS INCLUDING HUMANS YEAR 3 RETRIEVAL QUIZ

Which body part do we use to hear sounds?



(A) Eyes

(B) Ears

(C) Nose

(D) Tongue

01



2. USING CHILDREN'S EVERYDAY EXPERIENCES AS A TEACHING TOOL

Each unit starts from what pupils already know, then builds the science step-by-step using everyday examples.

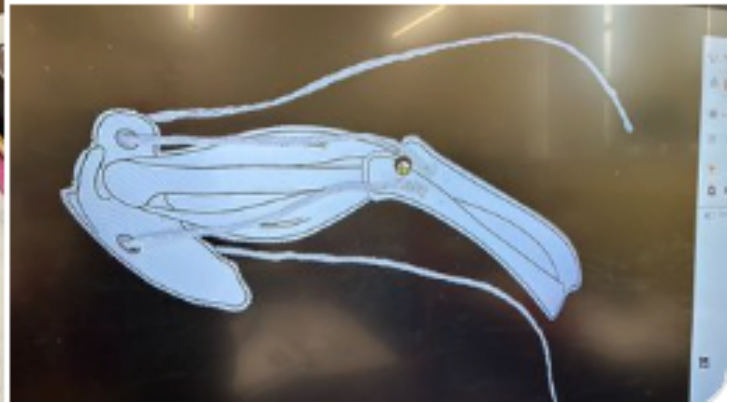
- **Year 3 — Animals Including Humans:** pupils make a simple working model (muscles pulling bones at a joint), then use it to explain real movement (for example, the elbow). Pupils also apply nutrition learning through practical choices about healthy meals and steady energy.
- **Year 5 — Living Things and Their Habitats:** pupils use familiar life-cycle examples (pets, ponds, nature programmes) to compare mammals, amphibians, insects, and plants using accurate vocabulary.

For the full learning journey, key vocabulary, and hinterland examples, please refer to the **Progression map** for your year group.

3. HANDS-ON INVESTIGATIONS

Science learning is best when children gather evidence and manipulate variables for themselves. The practical work validates the mental model they have just built.

- **Year 4 - Living Things and Their Habitats: fieldwork using equipment:** pupils gather first-hand evidence using tools such as **pooters, pitfall traps, and sweep nets** to sample local invertebrates.
- **Year 6 - Evolution and Inheritance: Fossil record analysis:** pupils use fossil evidence to identify **patterns of change over time** and explain what this suggests about past organisms.



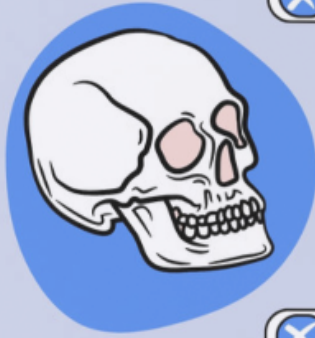
4. TACKLING MISCONCEPTIONS

Misconceptions often recur in biology because pupils use everyday meanings of words (for example, “alive”, “dead”, “adapted”) instead of scientific meaning.

HEP Science tackles misconceptions by surfacing them early, revisiting them through talk and questioning, and returning to them once pupils have something concrete to think with.

- In **Year 3 Animals Including Humans**, many children believe that bones are dry, dead structures.
- In **Year 6 Evolution and Inheritance**, pupils may think that characteristics acquired during an organism’s lifetime can be passed on to its offspring.

MISCONCEPTIONS ABOUT THE MUSCULOSKELETAL SYSTEM



☒ Only humans have skeletons.

☒ Muscles are only used for movement.

☒ Bones are dead.

☒ Skeletons are only for support.

☒ The more you eat, the more energy you have.

[DOWNLOAD THE MISCONCEPTIONS POSTERS](#)

NEW ASSESSMENT RESOURCES

These assessment resources support timely checks of understanding and inform next steps in teaching.

RETRIEVAL QUIZ

Gives you instant insight into what's secure and what needs revisiting before moving on.

SYNOPTIC TASKS

Helps you identify gaps and check whether pupils have achieved deep understanding.

ONLINE QUIZZES

Fun, interactive true or false quizzes to revise content as you go through the unit.

SPRING 2 KEY STAGE 1

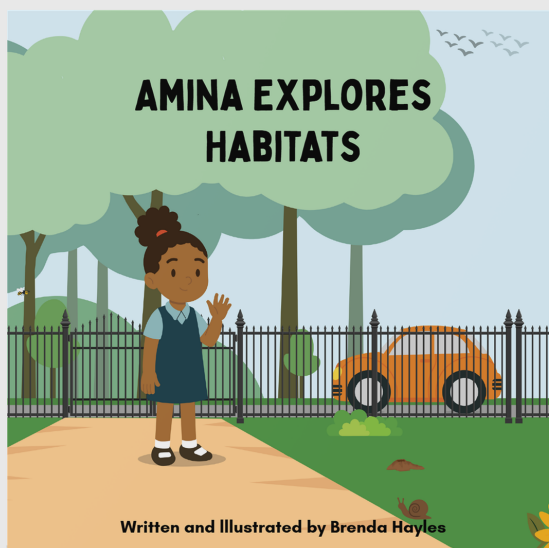


Year 1 – Animal Groups

Children learn to **identify and classify animals into different groups**, such as **mammals, birds, fish, reptiles, and amphibians**. They explore and **compare animal characteristics** (for example, body covering, how they move, and where they live) to help them sort animals into the correct group and discuss their choices.

Year 2 – Amina Explores Habitats

Pupils study **habitats and microhabitats**, looking at how living things are suited to where they live. They use real local examples (like the school grounds) to notice what plants and animals need to survive, and begin explaining why different organisms are found in different places.



QUICK MISCONCEPTION CHECKS

Tackling misconceptions early protects future learning. Small misunderstandings in Year 1 and 2 can turn into big barriers in KS2.

- In **Year 1 Animal Groups**, pupils may think that all birds can fly or amphibians are the same as reptiles.
- In **Year 2 Amina Explores Habitats**, they may think animals choose habitats like humans choose houses, and that microhabitats are only temporary hiding spots.

[VISIT THE KS1 ANIMATED STORYBOOKS](#)



DATES FOR YOUR DIARY

HEP Science Implementation 1

 Wednesday 6 May 2026

Time: 09:15 - 10:45 am - For details of future implementation sessions, please contact the team.

Year 2 Summer 1 Booklet - Food Chains

From Monday 23 March 2026



[Contact Us](#) | [Getting Started](#)

© 2026 Haringey Education Partnership All rights reserved.