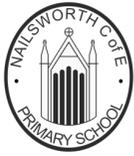


Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Core substantive knowledge	<p>Animals including Humans</p> <ul style="list-style-type: none"> Understand the life cycle of a human Begin to group animals 	<p>Animals including Humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>Animals including Humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Animals including Humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans, and some other animals, have skeletons and muscles for support, protection and movement. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>Animals including Humans</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans
Cross-curricular links	<p>English - verbal discussions</p> <p>Texts – <i>‘The Snail and The Whale’</i> <i>‘The Bad-Tempered Ladybird’</i>.</p>	<p>English - verbal discussions</p> <p>Text – <i>‘100 Facts In Animal Life’</i></p>	<p>English Text – <i>‘Lifecycles: Everything From Start To Finish’</i></p> <p>Maths - measurement</p>	<p>PSHE PE</p>	<p>English – reading / writing</p>	<p>Science link to Living things and their habitat</p> <p>PSHE/SRE</p>	<p>PSHE/SRE English writing</p>



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Range and depth of scientific knowledge-substantive knowledge</p>	<p>Animals: Understanding that there is a variety of types of animals. They inhabit different environments. Animals change as they grow.</p> <p>Recognition that humans have common body parts and these can be named.</p>	<p>Understanding that animals vary in many ways e.g. skeletal structures and parts-wings, tails, ears etc. They also have different skin coverings e.g. scale, feathers, hair.</p> <p>These key features can be used to identify them.</p> <p>Understanding that animals' diets vary.</p> <p>Identification of a range of animals Naming of specific birds, reptiles, mammals and fish. (The terms mammal, reptiles etc. do not need to be known)</p> <p>Ability to name main body parts of humans (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)</p>	<p>Understanding that all animals including humans have offspring which grow into adults.</p> <p>Appreciation that in humans and some animals these offspring will be young, such as babies or kittens that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults.</p> <p>Understanding that the young of some animals do not look like their parents e.g. spawn, tadpole, frog</p> <p>Appreciation that all animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive,</p>	<p>Understanding that animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</p> <p>Recognition that food contains a range of different nutrients that are needed by the body to stay healthy, e.g. carbohydrates including sugars, protein, vitamins, minerals, fibre, fat, sugars, water.</p> <p>Understanding that humans and some other animals have skeletons and muscles which help movement and provide protection and support</p>	<p>Understanding that food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added. The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet.</p> <p>Understanding that humans have four</p>	<p>Understanding that young babies grow rapidly. They are very dependent on their parents to learn many skills.</p> <p>Recognition that at puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce. (To be taught alongside SRE)</p>	<p>Understanding that the heart pumps blood in the blood vessels around to the lungs. Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system.</p> <p>Recognition that diet, exercise, drugs and lifestyle have an impact on the way</p>



			<p>and to grow into healthy adults they also need the right amounts and types of food and exercise.</p> <p>Understanding that good hygiene is also important in preventing infections and illnesses.</p>		<p>types of teeth - incisors for cutting, canines for tearing, molars and premolars for grinding and chewing.</p> <p>Recognition that living things can be classified as producers, predators and prey according to their place in the food chain.</p>		<p>bodies function, including how well the heart and lungs work</p> <p>Recognition of causes of type 2 diabetes</p> <p>Understanding that some conditions are caused by deficiencies in our diet e.g. lack of vitamins.</p>
<p>Range and depth of disciplinary knowledge.</p>	<p>Observation of a range of creatures first hand. Discussion about their similarities and differences.</p> <p>Demonstration of curiosity about objects, events and people.</p> <p>Exploration using senses</p>	<p>Observations to compare and contrast animals at first hand or through videos and photographs</p> <p>Identification and classification in terms of what they eat</p> <p>Comparison of different textures, sounds and smells of animals</p>	<p>Observation through video or first-hand</p> <p>Measurement of, how different animals, including humans, grow</p> <p>Questioning about what animals need for survival and what humans need to stay healthy</p> <p>Suggestions of ways to find answers to their questions.</p>	<p>Identification and classification of animals with and without skeletons</p> <p>Observation and comparison of animals</p> <p>Exploration of ideas about what would happen if humans did not have skeletons.</p> <p>Comparison of diets of different animals (including pets) and classification according to what they eat.</p> <p>Research of different food groups and how they keep humans healthy</p> <p>Design of a healthy meal.</p>	<p>Comparison of the teeth of carnivores and herbivores</p> <p>Suggestions of reasons for differences</p> <p>Identification of what damages teeth and how to look after them.</p> <p>Discussion of ideas about the digestive system and comparison with models or images.</p>	<p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	<p>Pupils might work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</p>



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Scientific enquiry-disciplinary knowledge	Observation Compare/contrast	Observation Compare/contrast, classify	Research and record Observation Compare	Observation Compare/contrast, classify Research and record	Observation Compare/contrast, classify Research and record	Observation Compare/contrast, classify Research and record	Observation Compare/contrast, classify Research and record
Organisation and communication	Drawings, verbal communication	Drawings, labelling, games, songs, verbal communication	Drawings, labelling, verbal communication	Drawings, labelling, verbal communication	Annotated diagrams Verbal communication	Annotated diagrams Verbal communication	Annotated diagrams Verbal communication Non chronological reports