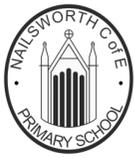




Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Core substantive knowledge	<p>Link to Animals including Humans</p> <ul style="list-style-type: none"> • Understand the life cycle of a human • Begin to group animals 	<p>Link to Animals including Humans</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> • 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 micro-habitats. 		<p>Living things and their habitats.</p> <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. 	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> • 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 	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> • 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
Cross-curricular links	PSHE, Maths	PSHE	PSHE DT English Text <i>'Lifecycles: everything from start to finish'</i>	PSHE	PSHE	PSHE	PSHE English



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Range and depth of scientific knowledge-substantive knowledge	Understand that humans start as babies, become children, develop into adults and then become old.	Identify animals are living and that they may look different as they grow and develop throughout different stages.	<p>Understand that all objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers</p> <p>Understand that animals and plants live in a habitat to which they are suited.</p> <p>Understand that animals have suitable features that help them move and</p> <p>Understand that plants have suitable features that help them to grow well.</p> <p>Recognise that habitat provides the basic needs of the animals and plants – shelter, food and water.</p>		<p>Identify that living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things.</p> <p>Recognise that living things live in a habitat which provides an environment to which they are suited and these environments may change naturally e.g. through flooding, fire, earthquakes etc.</p> <p>Learn that humans also cause the environment to change. This can be in a good way i.e. positive human impact, such as setting up nature reserves or in a bad way i.e. negative human impact, such as littering.</p> <p>Recognise that these environments also change with the seasons;</p>	<p>Understand that as part of their life cycle, plants and animals reproduce.</p> <p>Learn that most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be born live, such as babies or kittens, and then grow into adults.</p> <p>Identify that in animals such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults.</p> <p>Recognise that some young undergo a further change before</p>	<p>Identify that living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms.</p> <p>Understand that plants can make their own food whereas animals cannot.</p> <p>Recognises that animals can be divided into two main groups – those that have backbones (vertebrates) and those that do not (invertebrates). Vertebrates can be divided into five small groups –</p>



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			<p>Understand that within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves.</p> <p>Recognise that plants and animals in a habitat depend on each other for food and shelter etc.</p> <p>Understand that the way that animals obtain their food from plants and other animals can be shown in a food chain</p>		<p>different living things can be found in a habitat at different times of the year</p>	<p>becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.</p> <p>Learn that plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings.</p> <p>Understand that sexual reproduction occurs through pollination, usually involving wind or insects.</p>	<p>-- fish, amphibians, reptiles, birds and mammals. Each group has common characteristics.</p> <p>Invertebrates can be divided into a number of groups including insects, spiders, snails and worms.</p> <p>Learn that plants can be divided broadly into two main groups – flowering plants and non-flowering plants.</p>
Range and depth of disciplinary knowledge.		<p>Sorting and classification of things according to whether they are living, dead or were never alive.</p> <p>Record findings using charts.</p> <p>Exploration of questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?'</p>			<p>Construction of simple guides and keys to explore and identify local plants and animals;</p> <p>Asking and answering questions based on observations of animals and has been researched.</p>	<p>Observation and comparison of the life cycles of plants and animals in the local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)</p>	<p>Using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>



Areas of study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		<p>Construction of a simple food chain that includes humans (e.g. grass, cow, human).</p> <p>Description of the conditions in different habitats and micro-habitats (under log, on stony path, under bushes)</p> <p>Exploration of how the conditions affect the number and type(s) of plants and animals that live there.</p>				<p>Asking pertinent questions and suggesting reasons for similarities and differences.</p> <p>Growing of new plants from different parts of the parent plant. E.g seeds, stem and tubers, bulbs.</p> <p>Comparison of how different animals reproduce and grow.</p>	
Scientific enquiry-disciplinary knowledge	<p>Observation</p> <p>Compare/contrast</p>	<p>Observation</p> <p>Compare/contrast, classify</p>	<p>Research and record</p> <p>Observation</p> <p>Compare</p>		<p>Observation</p> <p>Compare/contrast, classify</p> <p>Research and record</p>	<p>Observation</p> <p>Compare/contrast, classify</p> <p>Research and record</p>	<p>Observation</p> <p>Compare/contrast, classify</p> <p>Research and record</p>
Organisation and communication	<p>Drawings, verbal communication</p>	<p>Drawings, labelling, verbal communication</p>	<p>Drawings, labelling, charts, verbal communication</p>		<p>Annotated diagrams, charts</p> <p>Verbal communication</p>	<p>Annotated diagrams, charts</p> <p>Verbal communication</p>	<p>Annotated diagrams, charts</p> <p>Verbal communication</p> <p>Non chronological reports</p>