

Aspect	YF5S	KS1		Lower KS2		Upper KS2	
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Identifying and naming</b>	Name and describe animals that live in the surrounding environment.	Identify and name a range of common animals from the local and wider environment.	Name and match animals to their offspring.	Identify some of the most important bones in animals such as skull, ribs and spine, describing their primary functions.	Identify producers, predators and prey in a given food chain and define the terms.	Identify and present in an appropriate way, the key stages in human growth and development from birth to old age.	Identify the major parts of the human circulatory system and their functions.
<b>Classification</b>	I can classify and sort animals based on their physical appearance. E.g how many legs, wings.	Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals.	Sort and classify things according to whether they are dead, alive or have never been alive.	Classify and group animals into vertebrates or invertebrates.	Develop own classification keys and assign living things to groups, using their keys.	Describe how we define a mammal and how this relates to classification.	Recognise the importance of the classification system giving reasons for how the groups and subgroups are chosen.
<b>Habitats, adaptation and interdependence</b>	I recognise some environments that are different to the one in which I live.	Name animals living in a range of familiar environments, such as their homes, woodland or school grounds.	Define the terms 'habitat' and 'micro-habitat', giving examples of animals that live in each place.	Know that animals, including humans, cannot make their own food.	Construct a variety of food chains and explain what would happen if one of the parts of the chain became 'unavailable'.	Complete own research/watch documentaries, noting detail on animals and plants in their habitats. Include the work of naturalists such as Attenborough or Goodall.	Describe how animals must be adapted to their habitats for survival, using a range of animals and their adaptation as examples.
<b>Growth, health and survival</b>	I know that animals need food and water to survive.	Explain how to take care of an animal (school fish).	Identify the basic needs of animals and humans for survival, including good nutrition and regular exercise.	Describe how each of the main food groups specifically benefit the human body for growth and teeth. Know how nutrients, water and oxygen are transported within animals and humans.	Identify different foods that can affect the health of teeth and know the importance of good oral hygiene.	Describe the process of sexual reproduction in a familiar animal and why it is important for species survival.	Recognise and describe the damaging impact that some drugs and other substances can have on the human body (PHSE). Know the impact of diet, exercise and lifestyle on health.
<b>Diet and teeth</b>	I know that animals have different diets. I can work out if an animal is a herbivore, carnivore or omnivore based on what they eat.	Identify whether an animal is a carnivore, herbivore or omnivore and how we might know this from their physical appearance.	Construct a simple food chain that includes humans as the top consumer.	Identify the different food groups and design a healthy meal based on these food groups.	Identify the different types of teeth and their functions, including how these vary from animal to animal and animal to human.	Make informed choices to maintain their health and well-being, explaining reasons for their choices.	Explain how nutrients and water are transported within humans and animals.
<b>The body</b>	I know how to look after my body. I can explain what I feel hear see taste and see.	Draw and label parts of the human body, including those related to the senses.	Explain simply how humans and some familiar animals change as they grow.	Describe how the skeleton and muscles work together to support, protect and assist movement.	Identify body parts associated with the digestive system such as, mouth, tongue, teeth, oesophagus, stomach and intestine	Describe the key physical changes in the male and female human body during puberty.	Describe how lifestyle is important for the health of the human circulatory system.

					and describe their special functions.		
<b>Life cycles</b>	I can describe people who are familiar to me and recognise if they are older or younger	Describe in simple terms the life cycle of a familiar animal such as a butterfly or a human.	Recognise the need for animals and humans to grow and reproduce. Describe the life cycles of some common animals and humans.			Draw the life cycle of an insect, an amphibian, a bird and a mammal, highlighting the key differences and similarities.	Describe how the life cycles of bacteria and viruses differ.
<b>Comparing</b>	I can sort living and non-living things. I can compare animals that live in hot countries to cold.	Compare animals that are kept as pets, knowing which group they belong to. Know how to sort living and non-living things.	Compare the living things in familiar habitats with the living things in less familiar habitats.	Compare the diets of a herbivore, omnivore and carnivore.	Compare and contrast the digestive system of a herbivore, with a carnivore, using their knowledge of the parts of the human digestive system.	Compare key facts about mammalian gestation and birth. I can compare the gestation period of a range of animals.	Compare scientifically the effect that different exercises have on heart rate, making predictions and measuring heart rate accurately.
<b>Teeth</b>	I know the importance of teeth brushing and how to brush my teeth						

Non-essential skill