

		Animals including humans					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>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>	<p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>describe the changes as humans develop to old age</p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	
						<p><u>Evolution and Inheritance</u></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	

<p>Pupil can identify and name the main parts of the human body and their functions</p> <p>Pupil can explain the difference between carnivores, herbivores and omnivores and give examples of animals in each group</p> <p>Pupil recognises that we have 5 different senses and explain which part of the body is associated with each</p> <p>Pupil recognises the different features/structure of common animals and can use these to group some animals they see around themselves</p>	<p>Pupil can describe the life cycle of common animals, including humans, and sequence them correctly over time</p> <p>Pupil describes the basic needs of all animals, including humans, for survival and begins to recognise the reasons for these needs</p> <p>Pupils recognise that humans need a balanced diet and can explain what constitutes a balanced diet</p> <p>Pupil understands that exercise is important to humans and can explain in its impact upon the body</p> <p>Pupil understands that germs and other diseases/health issues can be spread by poor hygiene and cleanliness and suggest some preventative measures</p>	<p>Pupil can explain that different foods give different nutrients and amounts of energy</p> <p>Pupil can identify foods in the correct food groups e.g. protein, fat, carbohydrate, fibre</p> <p>Pupil can describe the dangers of poor and limited, giving examples of diseases associated with inadequate and excessive nutrient intake</p> <p>Pupil recognises that vertebrate animals have skeletons and invertebrates do not, naming examples of each</p> <p>Pupil can explain the functions of the skeleton in animals and describe the disadvantages that not having a skeleton would bring for the animal</p> <p>Pupil recognises how bones are joined to and move in the skeleton of animals and humans, explaining the effect of and how muscles work</p> <p>Pupil can describe the 3 types of muscle and identify their different functions e.g. role in lifting, running, sitting.</p>	<p>Pupil can explain the process of digestion as the breakdown of food to nutrients required by the body</p> <p>Pupil can label the main parts of the digestive system and describe the function of each part</p> <p>Pupil can name the different types of teeth in humans and other animals explaining their function</p> <p>Pupil recognises that herbivores, omnivores and carnivores have different types of teeth depending on their diet</p> <p>Pupil can explain how tooth decay occurs and ways to prevent decay</p> <p>Pupil can create and describe food chains and webs in a wide range of habitats</p> <p>Pupil identifies producers and consumers at different levels in the food chain/web – primary, secondary, tertiary</p>	<p>Pupil can explain the life cycle of a human from conception to old age</p> <p>Pupils compare the life expectancy of humans to other animals</p> <p>Pupil can explain the changes which happen to the human body during adolescence</p> <p>Pupil can name the main parts of the human reproductive system/body and explain how these change during adolescence.</p> <p>Pupils compare the gestation periods of various mammals and compare the similarities and differences</p> <p>Pupil can explain that most mammals are viviparous like man (give birth to live young).</p> <p>Pupils can describe the changes to the human body and limitations this brings as a human gets older e.g. skin, walking, hair.</p>	<p>Pupil can identify the role of the skeleton and its parts in protecting the heart and circulatory system, as well as enabling the circulatory cycle.</p> <p>Pupil can name the main parts of the human circulatory system and describe the function of each part.</p> <p>Pupil can explain the composition and function of blood within the body, including how it carries oxygen and carbon dioxide.</p> <p>Pupil can explain the impact on the heart and circulatory system of exercise and nutrition.</p> <p>Pupil can describe the impact of exercise upon the body and the benefits of a healthy, active lifestyle compared to an inactive, sedentary, unhealthy lifestyle in the short and long term.</p> <p>Pupil can explain how energy from our food is released and carried around the body to those organs and tissues which need it.</p> <p>Pupil can explain how water is absorbed from the digestive system and transported around the body to ensure good health and function of organs/tissues.</p> <p>Pupil can describe how other animals transport/store energy, oxygen and water noting how their systems may have evolved differently to man's due to the extreme/different habitats in which they live.</p> <p>Pupil can identify a range of helpful (medicines) and harmful drugs and explain their effect on the body including the addictive nature of many drugs</p>
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					<p>Pupil can explain that some organisms reproduce asexually and the offspring will be almost identical to the parent.</p>

Vocabulary	<p>animals; human; fish; reptile; amphibian; bird, mammal; vertebrate; invertebrate; carnivore; omnivore; herbivore; feathers; scales; fur; hair; touch; skin; taste; mouth; tongue; hear; sight; smell; nose; ear; eye; face; leg; foot; ankle; knee; toe; arm; hand; finger; thumb; head; neck; elbows; environment; habitat; pets; wild; sweet; salty; sour; bitter; rough; smooth; dry; wet; moist; hot; cold; icy; consumer; food chain.</p>	<p>human; animals; life cycle; grow; growth; young; offspring; reproduce; parent; baby; toddler; child; teenager; adult; mature; elderly; water; air; oxygen; food; diet; balanced diet; variety; germs; bacteria; diseases; parasites; bugs; infection; hygiene; cleanliness; medicines; safety; habitat; survive; food plate/pyramid; proteins; fats; carbohydrates; fibre; minerals; vitamins; sugary foods; dairy foods; energy; calorie; taste; sweet; sour; salty; move; exercise; fitness; heart; heart rate; pulse; blood; healthy; unhealthy;</p> <p>(Higher level vocabulary may be introduced for HA pupils: contagious; infectious; parasites; respiratory system; digestive system; circulatory system)</p>	<p>Food groups; composite foods; balanced diet; protein (food for growth); fats & carbohydrates (foods for activity); vitamins, minerals and fibre (foods for health); whole grain; energy; food plate; food pyramid; carnivore; omnivore; herbivore; vegetarian; perspiration; sweat; pulse rate; skeletons; support; protection; movement; organs; muscles; function; structure; vertebrate; vertebrae; invertebrate; oxygen; carbon dioxide; relax; contract; heart; lungs; brain; ribs; skull; bones; spine; joints; attached; femur; patella; tibia; fibula; radius; ulna; digits; tarsals; humerus; clavicle; scapula; skull; spine</p>	<p>Digestion: digestive system; food; nutrients; mouth; tongue; teeth; oesophagus; stomach; small intestine; large intestine; rectum; anus; mucus; peristalsis; acid; absorption</p> <p>Teeth: carnivore; herbivore; omnivore; tooth; incisor; molar; pre-molar; canine; biting; holding; tearing; grinding; root; gum; jaw bone; tooth decay; plaque; enamel; dentine; pulp</p> <p>Food chains: predator; prey; food chain; producer; consumer; food webs; ecosystem; habitat; apex predator; photosynthesis; decompose; scavenger</p>	<p>viviparous; fertilisation; egg cell; sperm cell; zygote; foetus; baby; infant; toddler; child; adolescent; teenager; young adult; mature adult; old age; elderly; gestation; life cycle; species; puberty; hormones; pituitary gland; testosterone; oestrogen; facial hair; body hair; broad shoulders; narrow waist; breasts; vagina; womb; placenta; uterus; ovary; fallopian tube; period; penis; testicles;</p> <p>(Note: Link this unit should be linked to school SRE policy and Y5 unit on 'Living things and their environment' for vocabulary, diagrams of male and female body, diagrams showing development during adolescence taught in year 5)</p>	<p>cardiovascular system; transport; respiration; energy; blood; blood cells; red cells; white cells; plasma; platelets; haemoglobin; capillaries; organ; heart; heart rate; pulse; chamber; atrium; valve; artery; vein; blood vessel; ventricle; aorta; contract; oxygen; oxygenated; deoxygenated; carbon dioxide; exercise; cycle; glucose; vitamins; nutrient; immune system; lungs; alveoli; bronchiole; clot; bronchus; trachea; drugs; medicine; medication; side-effect; addiction; respiratory system; vitamins; minerals; nutrient; anti-body</p> <p><u>Evolution:</u> Adapt; adaptation; evolution; inheritance; reproduce; reproduction; fertilise; fertilisation; genes; chromosomes; characteristics; variation; natural selection; selective breeding; generation; species; trait; desirable; mutations; heredity; reproduce; diversity; survival; extinct; off spring; parents; identical; cloning; genetic engineering; naturalist; habitat; predator; prey; organisms; life cycles; Geology; Palaeontologist; Cambrian; Ordovician; Devonian; Silurian; Jurassic; Tertiary; Palaeozoic; Triassic; Carboniferous; Quarternary; Cretaceous; Permian; Cenozoic; Mesozoic.</p>
Examples	Basic human skeleton	Life cycle of a frog, chicken, butterfly	Skeletons – human , dog, horse, bird, snake, fish	Digestive systems – human, cow, bird Teeth – Human, cow, rabbit, cat	Gestational periods – human , elephant, cat, cow, dog, fox	Human circulatory system, Blood cell, human heart
Scientists	Daivd Attenborough	Daivd Attenborough	Wilhelm Roentgen	Harriette Chick	Robert Winston	Rosalyn Yalow
CPA						