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| **Science Curriculum Coverage and Progression – Living Things and Their Habitats** | | | | | | | | |
| **NC** | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Living Things and Their Habitats** | Understand the key features of the life cycle if a plant and an animal  Begin to understand the need to respect and care for the natural environment and all living things.  . | Explore the natural world around them.  Recognise some environments that are different to the one in which they live.  . |  | * 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 microhabitats; * describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |  | * 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. | * 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. | * 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. |
| **Vocabulary Progression** | head eyes nose mouth ears hands fingers feet toes arm leg animal | herbivore face carnivore hair omnivore leg human knee animal arm fish elbow birds back head toes ear hands eye fingers mouth, nose |  | * Living or dead**: living, dead, never living,** not living, alive, never been alive, healthy. * **Habitats** including **microhabitats**: **depend,** shelter, safety, **survive**, suited, space, minibeast, air. * **Life processes:** movement, sensitivity, growth, reproduction, nutrition, excretion, respiration. * **Food chains: food sources,** food, producer, consumer, predator, prey. * Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat.   Previously introduced vocabulary: senses, **carnivore**, **herbivore**, **omnivore**, **seed**, **water**, names of materials. |  | * Living things: **organisms, specimen,** species. * Grouping living things: **classification,** classification keys, classify, **characteristics**. * Names of invertebrate animals: snails and slugs, worms, spiders, insects. * Invertebrate body parts: e.g. wing case, abdomen, thorax, antenna, segments, mandible, proboscis, prolegs. * Environmental changes: **environment,** environmental dangers, adapt, natural changes, climate change, deforestation, pollution, urbanisation, invasive species, **endangered species, extinct.**   Previously introduced vocabulary: carbon dioxide, **fish, bird, mammal, amphibian, reptile**, skeleton, bone, **vertebrate, invertebrate,** backbone, names for animal body parts, names of common plants, photosynthesis. | * **Reproduction**: **asexual reproduction, sexual reproduction**, **gestation, metamorphosis,** gametes, tuber, runners/side branches, plantlet, cuttings, embryo, adolescent, penis, vagina, egg, pregnancy, gestation.   Previously introduced vocabulary: **life cycle, pollination,** offspring, **fertilise,** fertilisation, sepal, filament, anther, stamen, pollen, petal, stigma, style, ovary, carpel, ovule, stem, bulb, roots, mammal, adult, baby, sperm, cells, live young. | * Classifying: Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation. * **Microorganisms**: **bacteria,** single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, **microscope**, decompose. |