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| **Science Curriculum Coverage and Progression – Animals Including Humans** |
| **NC**  | **Nursery**  | **Reception** | **Year 1**  | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **Animals Including Humans** | * understand the key features of the life cycle of a plant and an animal
* begin to understand the need to respect and care for the natural environment and all living things
* . begin to make sense of their own life story and family’s history
* show interest in different occupations
* continue developing positive attitudes about the differences between people
* know that there are different countries in the world and talk about the differences they have experienced or seen in photos
* Make healthy choices about food, drink, activity and tooth brushing
* Understand ‘why questions like ‘Why do you think the caterpillar got so fat?’

  | * talk about members of their immediate family and community
* name and describe people who are familiar to them
* explore the natural world around them
* Know and talk about the different factors that support their overall health and wellbeing:
* Regular physical activity
* Healthy eating
* Tooth brushing
* Sensible amounts of screen time
* Having a good sleep routine
* Being a safe pedestrian

.  | * 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.

  | * notice that animals, including humans, have offspring which grow into adults;
* find out about and 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.
 | * 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.

   | * 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.
 | * describe the changes as humans develop to old age.
 | * 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.

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| **Vocabulary Progression** | head eyes nose mouth ears hands fingers feet toes arm leg animal | Herbivore, faceCarnivore, hairOmnivore, legHuman, kneeanimal armfish elbowbirds backhead toesear handseye fingersmouthnose | * Names of animal groups: **fish, amphibians, reptiles, birds, mammals.**
* Animal diets: **carnivore, herbivore, omnivore.**
* Human and animal body parts: e.g. body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills.
* Human senses: **sight, hearing, touch, smell, taste.**
* Exploring senses: loud, quiet, soft, rough.
* Other: human, animal, pet.
 | * Being born and growing: **Young, offspring, live young**, grow, **develop**, change, hatch, lay, fly, crawl, talk.
* Young and adult names: e.g. lamb and sheep, kitten and cat, duckling and duck.
* **Life cycle** stages: e.g. baby, toddler, child, teenager, **adult;** frogspawn, tadpole, froglet, frog.
* Survival and staying healthy: basic needs, survive, food, air, **exercise, diet,** **nutrition**, healthy, balanced diet, **hygiene, germs.**
* Food groups: fruit and vegetables, proteins, dairy and alternatives, carbohydrates, oil and spreads, fat, salt, sugar.

Previously introduced vocabulary: **water**. | * Food groups and **nutrients**: fibre, fats **(saturated and unsaturated**), vitamins, minerals.
* Skeletons and muscles: skeleton, **muscles, tendons, joints,** protection, support, organs, voluntary muscles, involuntary muscles, biceps, triceps, contract, relax, bone, cartilage, shell, **vertebrate, invertebrate,** endoskeleton, exoskeleton, hydrostatic skeleton.
* Names of human bones: e.g. skull, spine, backbone, vertebral column, ribcage, pelvis, clavicle, scapula, humerus, ulna, pelvis, radius, femur, tibia, fibula.
* Other: **energy**.

Previously introduced vocabulary: movement. | * Digestive system: **digest**, digestion, tongue, teeth, saliva, salivary glands, **oesophagus, stomach,** liver, pancreas,gall bladder, **small intestine,** duodenum**, large intestine, rectum,** anus, faeces, organ.
* Types of teeth and dental care: **molar**, **premolar**, **incisor**, **canine**, wisdom teeth, tooth decay, plaque, enamel, baby (milk) teeth.
* Food chains and animal diets: decomposer, food web.

Previously introduced vocabulary: **producer,** consumer**, prey, predator,** excretion**,** habitat. | * Process of reproduction: **gestation, asexual reproduction, sexual reproduction,** sperm, egg, cells, clone.
* Changes and **life cycle:** embryo, foetus, uterus, **prenatal, adolescence, puberty, menstruation, adulthood,** menopause, **life expectancy,** old age, hormones, sweat.
* Changing body parts: e.g. breasts, penis, larynx, ovaries, genitalia, pubic hair.

Previously introduced vocabulary: reproduction, **reproduce,** types of animals and animal groups, **fertilisation.** | * **Circulatory system**: circulation, **heart**, pulse, heartbeat, heart rate, lungs, breathing, **blood vessels**, blood, pump, transported, **oxygenated blood, deoxygenated blood,** oxygen, arteries, veins, capillaries, chambers, plasma, platelets, white blood cells, red blood cells.
* Lifestyle: **drug, alcohol,** smoking, disease, calorie, energy input, energy output.
* Other: water transportation, nutrient transportation, waste products.

Previously introduced vocabulary: carbon dioxide. |