|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. |
| **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 | * 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. |