

PROGRESSION OF SKILLS AND VOCABULARY POLICY 2019



SCIENCE ESSENTIAL SKILLS Y1-Y6: ANIMALS INCLUDING HUMANS

KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
Identifying and naming:					
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.
Classification:					
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 and its inception, giving reasons for how the groups and subgroups are chosen.
Habitats, adaptation and interdependence:					
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, by investigating food chains and recognise that all food begins with a plant.	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 adaptations as examples.
Growth, health and survival:					
Explain how to take care of an animal from the local habitat.	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 health.	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.
Diet and teeth:					
Identify whether an animal is a carnivore, herbivore or	Construct a simple food chain that includes	Identify the different food groups and design a	Identify the different types of teeth and their functions, including	Make informed choices to maintain their health	Explain how nutrients and water are transported

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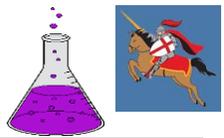


omnivore and how we might know this from their physical appearance.	humans as the top consumer.	healthy meal based on these food groups.	how these vary from animal to animal and animal to human.	and well-being, explaining reasons for these choices.	within humans and animals.
The body:					
Draw and label basic 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 and describe their special functions.	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, contributing towards a class policy on exercise and diet choices.
Life Cycles:					
Describe in simple terms the life cycle of a familiar animal such as a frog, butterfly or 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.
Comparing:					
Compare animals that are kept as pets, knowing which group they belong to.	Compare the living things in familiar habitats with the living things in a less familiar habitat.	Compare the diets of a herbivore and carnivore with (typically) omnivorous humans.	Compare and contrast the digestive system of a herbivore, with a carnivore, using their knowledge of the parts of the human digestive system, including end products.	Compare key facts about mammalian gestation and birth and suggest reasons for variation within a species (e.g. typical gestation in humans being between 37-42 weeks).	Compare scientifically the effect that different exercises have on heart rate, making predictions and measuring heart rate accurately.

KEY VOCABULARY: ANIMALS INCLUDING HUMANS

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
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End of Y1 expectations	End of Y2 expectations	End of Y3 expectations	End of Y4 expectations	End of Y5 expectations	End of Y6 expectations
head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth common animals fish, amphibians, reptiles, birds, mammals, pets omnivores meat and plants, badger, human, bear, chickens carnivores meat, cat, dog, lion, tiger, fox, shark, killer whale, eagle, hawk, snake, tyrannosaurus rex senses tongue - taste nose - smell eyes - vision skin - touch ears – hearing	offspring, grow, adults survival water, food, air, exercise, hygiene, nutrition reproduce egg, chick, chicken egg, caterpillar, pupa, butterfly spawn, tadpole, frog lamb, sheep baby, toddler, child, teenager, adult	nutrition nutrients, carbohydrates, protein, fats, fibre, water, vitamins, minerals, skeleton bones, joints, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrate, invertebrate, contract, relax, muscles, ball joint, socket joint, hinge joint, gliding joint	nutrition vitamins minerals fat protein carbohydrates fibre water skeletons support protection skull brain ribs heart lungs movement joint muscles pull contract relax diet	puberty life cycle gestation growth reproduce foetus baby fertilisation toddler child, teenager, adolescence, adult old age life expectancy childhood early adulthood adulthood middle adulthood late adulthood	internal organs, heart, lungs, liver, kidney, brain skeletal skeleton muscle muscular digest digestion digestive circulatory system heart blood vessels blood impact diet exercise drugs lifestyle nutrients water damage drugs alcohol substances