Science- Animals including humans Rec to Y6

SCIENCE SKILLS REC to Y6 ANIMALS INCLUDING HUMANS							
	EYFS Skills	Key Stage 1 Skills		Lower Key Stage 2 Skills		Upper Key Stage 2 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Identifying and classifying		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 and 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	Construct a variety of food chains and explain what would happen if one of the parts of the chain	Complete own research/watch documentaries, noting detail on animals and plants in their habitats. Include the work	Describe how animals must be adapted to their habitats for survival, using a range of animals and their

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				recognise that all food begins with a plant.	became 'unavailable'.	of naturalists such as Attenborough or Goodall.	adaptations as examples.
Growth, Health and survival	***Health and Self Care*** • I eat a healthy range of foodstuffs and understand the need for variety in food • I understand that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health **Early Learning Goal** • I know the importance for good health of physical exercise and a healthy diet • I talk about ways to keep healthy and safe	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 animals is a carnivore, herbivore or omnivore and how we might know this from their physical appearance.	Construct a simple food chain that includes humans as the top consumer.	Identify the different food groups and design a healthy meal based on these food groups.	Identify the different types of teeth and their functions, including how these vary from animal to animals and animal to human.	Make informed choices to maintain their health and well-being, explaining reasons for these choices.	Explain how nutrients and water are transported 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	Describe the key physical changes in the male and female human body during puberty.	Describe how lifestyle is important for the health of the humans circulatory system, contributing towards a class

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	The World						
					intestine and describe their special functions.		policy on exercise and diet choices
Lifecycles	**The World** • I look closely at similarities, differences, patterns and change **Early Learning Goal** • I know about similarities and differences in relation to objects, materials and living things • I can talk about changes	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 keyfacts 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.