



Biology

	Plants	Animals, including Humans	Living things and their habitats	
CUBS	<ul style="list-style-type: none"> Explore and respond to natural phenomena in their setting and on trips - regular welly walks expose children to different plants including trees - focus on Autumn leaves, grass, various flowers. Explore and respond to natural phenomena in their setting and on trips - carefully growing fruits and vegetables from seeds. 	<ul style="list-style-type: none"> Explore and respond to natural phenomena in their setting and on trips - looking for minibeasts and insects. 	<ul style="list-style-type: none"> Explore and respond to natural phenomena in their setting and on trips - focus on splashing in puddles, exploring the field to find resources to make nest boxes for animals, 	
NURSERY	<ul style="list-style-type: none"> Plant seeds and care for growing plants. - focus on the concept of growth, change and decay (focus on apples). Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Understand the key features of the life cycle of an animal with support from an adult - focus on concept that animals are not always the same, changes take place. Focused on farm animals. 	<ul style="list-style-type: none"> Understand the need to take care of the natural environment and respect living things. Understand that animals live in different places with a focus on the Arctic and animals that like/dislike cold weather (Spring term) and a focus on the sea habitat (Summer term). 	
RECEPTION	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside - explore the natural world and make observations and pictures of plants. Recognising familiar plants where possible. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing and the health of humans: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine 	<ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live and consider how they can care for different environments (focus on woodland animals in Autumn term). Recognise some environments that are different from the one in which they live - focus on hot/cold places in Spring term. 	
YEAR 1	<ul style="list-style-type: none"> Know and name a variety of common wild and garden plants Know and name the petals, stem, leaves and root of a plant Know and name the roots, trunk, branches and leaves of a tree 	<p>Leaves, flower, petal, blossom, fruit, roots, bulb, seed, trunk, branches, stem, evergreen, deciduous, vegetables, growth, plant, bud, wild, garden.</p> <ul style="list-style-type: none"> Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non-living things Know the name of parts of the human body that can be seen and which sense they are associated with. 	<p>Fish, amphibians, reptiles, birds, mammals, pets. Carnivores (dog, cat, lion, tiger, fox, snake, hawk, shark). Herbivores (cow, hamster, tortoise, triceratops). Omnivores (badger, human, bears, chickens). Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, taste, sight, smell, hear, touch. Living, non-living.</p>	

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YEAR 2	<ul style="list-style-type: none"> Know and explain how seeds and bulbs grow into plants. Know what plants need in order to grow and stay healthy (water, light & suitable temperature). 	<p>Grow, healthy, water, light, suitable, temperature, germination, reproduction.</p> <ul style="list-style-type: none"> Know the basic stages in a life cycle for animals, (including humans). Know the basic needs for survival for animals, including humans, (air, water and food). Know that animals, including humans, have offspring which grow into adults. Know why exercise, a balanced diet and good hygiene are important for humans. 	<p>Offspring, grow, adults, nutrition, reproduce, survival (food, water, air), exercise, hygiene. Examples: egg > chick > chicken or spawn > tadpole > frog or egg > caterpillar > pupa > butterfly</p> <ul style="list-style-type: none"> Classify things by living, dead or never lived and compare the differences Know how a specific habitat provides for the basic needs of things living there (plants and animals) Match living things to their habitat Name some different sources of food for animals Know about and explain a simple food chain <p>Living, dead, never alive, habitats, micro-habitats, food, food chain, alive, healthy, Habitat examples (logs, stony path, under bushes, shelter, seashore, woodland, ocean, rainforest), conditions, hot/warm/cold, dry/damp/wet, bright/ shade/dark.</p>
YEAR 3	<ul style="list-style-type: none"> Know how water is transported within plants. Know the plant life cycle, especially the importance of flowers including pollination, seed formation and seed dispersal. Know the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Know that not all plants are the same and explore the requirements of plants for life and growth and how they vary from plant to plant. 	<p>Structure, function (nutrition, support, reproduction), requirements for life and growth, fertiliser, life cycle (flowers, pollination, seed formation, seed dispersal).</p> <ul style="list-style-type: none"> Know about the importance of a nutritious, balanced diet. Know about the skeletal and muscular system of a human. 	<p>Nutrition, minerals, vitamins, fat, protein, carbohydrate, fibre, water, skeletons (support, protection), skull (brain), ribs (heart, lungs), movement, joint, muscles (movement, pull, contract, relax), diet.</p>
YEAR 4		<ul style="list-style-type: none"> Identify and name the parts of the human digestive system. Know the functions of the organs in the human digestive system. Identify and know the different types of human teeth. Know the functions of different human teeth. Use and construct food chains to identify producers, predators and prey. 	<p>Human digestive system, mouth (mixes, moistens, saliva), teeth—incisors (cutting, slicing), canines (ripping, tearing), molars (chewing, grinding), oesophagus, transports, stomach, acid, enzymes, small intestines, large intestines, brush, floss, producers, predators, prey.</p> <ul style="list-style-type: none"> Use classification keys to group, identify and name living things. Know how changes to an environment could endanger living things. <p>Environment, flowering, non-flowering, plants, animals, invertebrates (snails, slugs, worms, spiders, insects), vertebrates (fish, amphibians, reptiles, birds, mammals), dangers, human impact, positive (nature reserves, ecologically planned parks, garden ponds), negative (population, deforestation, development, litter).</p>

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YEAR 5		<ul style="list-style-type: none"> Know about the changes as humans develop to old age including changes in puberty and old age. 	<p>Human development, puberty, gestation, length, mass, grows, growing, baby > toddler > child > teenager > adult.</p> <ul style="list-style-type: none"> Know the life cycle of different living things e.g. mammal, amphibian, insect and bird. Know the differences between different life cycles. Know the process of reproduction in plants. Know the process of reproduction in animals.
YEAR 6		<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system. Know the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyle on health. Know the ways in which nutrients and water are transported in animals, including humans. 	<p>Heart, lungs, liver, kidney, brain, skeletal, muscle, digest, digestion, heart, blood vessels, blood.</p> <ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences. Know how living things have been classified. Give reasons for classifying plants and animals in a specific way.
		Evolution and Inheritance	
		<ul style="list-style-type: none"> Know how the Earth and living things have changed over time. Know how fossils can be used to find out about the past. Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). Know how animals and plants are adapted to suit their environment. Link adaptation over time to evolution. Know about evolution and can explain what it is. 	<p>Living things, change, fossils, offspring, not identical, characteristics, variation, evolution, adaptation, inherit, inheritance, Charles Darwin, Alfred Wallace, adapt, environment, extreme, conditions, advantageous, disadvantageous, Mary Anning (palaeontologist).</p>