

Animals inc humans	Key learning	Possible evidence	Knowledge at end of the unit	Vocabulary at the end of the unit
Year 1	1. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2. identify and name a variety of common animals that are carnivores, herbivores and omnivores 3. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 4. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Can name a range of animals which includes animals from each of the vertebrate groups Can describe what a range of animals eat Can group animals according to what they eat Can describe the key features of these named animals Can label key features on a picture/diagram Can write descriptively about an animal Can write a What am I? riddle about an animal Identify and group familiar creatures in the local environment. Chn can use their senses to compare different textures, sounds and smells.	Names of animals experienced first-hand in the local environment from each vertebrate group (fish, birds, amphibians, reptiles, mammals) and know how to take care of animals taken from their local environment and the need to return them safely after study. Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. Can state what a given animal eats and give examples of their diet, starting to use and understand the scientific vocabulary omnivore, carnivore, herbivore Can group animals according to their diet. Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify different animals. Chn can name main parts of the body. (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) Chn should know which sense each body part is associated with.	Fish Amphibians Reptiles Birds Mammals Head Neck Arms Elbows Legs Knee Face Ears Eyes Hair Mouth Teeth Omnivore Carnivore Herbivore
Year 2	1. notice that animals, including humans, have offspring which grow into adults 2. find out about and describe the basic needs of animals, including	Can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages Can state the basic needs of animals, including humans, for survival.	Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch	Offspring Adults Survival – water, food, air Exercise Hygiene Nutrition

	humans, for survival (water, food and air) 3. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Can state the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Can name foods in each section of the Eatwell guide	to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles. All animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults they also need the right amounts and types of food and exercise. To know exercise is anything that uses your body in a physical way such as walking, housework, running, lifting, swimming, riding a bike, throwing. Name types of exercise and know why it is important. Good hygiene is also important in preventing infections and illnesses. Know good hygiene involves keeping self clean and tidy such as: washing hair, brushing teeth, washing hands correctly, keeping body clean and wearing clean clothes.	Reproduction (intro but not expected to know how it occurs) Growth Grow into an adult – baby, toddler, child, teenager, adult Food types (example – meat, fish, vegetables, bread, rice, pasta)
Year 3	1. 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 2. identify that humans and some other animals have skeletons and muscles for support, protection and movement	Can name the nutrients found in food Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients Can name some bones that make up their skeleton giving examples that support, help them move or provide protection Can describe how muscles and joints help them to move	Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients that are needed by the body to stay healthy – carbohydrates including sugars, protein, vitamins, minerals, fibre, fat, sugars, water. A piece of food will often provide a range of nutrients. Chn should compare and contrast the diets of different animals (carnivore, omnivore and herbivore), which could include their pets. Research different food groups and how they contribute to keeping us healthy.	Support, protection Movement Skeleton (skull, ribs, spine, tendons, muscle, joints) Muscles Vertebrate Invertebrate Diet Healthy Nutrients Carbohydrates. Sugars Protein Vitamins Minerals

		Can compare animals that need different diets	Humans and some other animals have skeletons and muscles which help them move and provide protection and support Name common bones. Compare the human skeleton to the skeleton of other animals	Fibre Fat Saturated and unsaturated fats Energy Water Recap from Y1: Carnivore, Herbivore, Omnivore
Year 4	1. describe the simple functions of the basic parts of the digestive system in humans 2. identify the different types of teeth in humans and their simple functions 3. construct and interpret a variety of food chains, identifying producers, predators and prey	Can sequence the main parts of the digestive system Can draw the main parts of the digestive system onto a human outline Can describe what happens in each part of the digestive system Can point to the three different types of teeth in their mouth and talk about their shape and what they are used for Can name producers, predators and prey within a habitat Can construct food chains	Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added. The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet. Humans have four types of teeth - incisors for cutting, canines for tearing, molars and premolars for grinding (chewing). Chn know how to look after teeth and know they types of food that damage teeth. Link to learning in Y2 (hygiene, keeping teeth clean).	Digestive system Oesophagus Mouth Tongue Teeth (incisor, canine, molar, premolar) Tooth decay Saliva Stomach Large and small intestine Rectum Anus Recap from Y1 and Y3: Carnivore, herbivore, omnivore Producers Predators Prey Consumer Digestion Food chain

			Living things can be classified as producers, predators and prey according to their place in the food chain. Chn can compare the teeth of carnivores, herbivores and omnivores	
Year 5	1. describe the changes as humans develop to old age	Can explain the changes that takes place in boys and girls during puberty Can explain how a baby changes physically as it grows and also what it is able to do	When babies are young they grow rapidly. They are very dependent on their parents. As they develop they learn many skills. At puberty, a child's body changes and develops characteristics that allow them to reproduce. Can compare the gestation periods of different animals to the gestation period of humans.	Puberty Gestation periods Reproduction Fertilisation Prenatal Childhood Adolescence Middle adulthood Adulthood Old age (late adulthood) Life expectancy A sexual and sexual reproduction
Year 6	1. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 2. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 3. describe the ways in which nutrients and water are transported within animals, including humans	Can draw a diagram of the circulatory system and label the parts and annotate it to show what the parts do Produces a piece of writing that demonstrates the key knowledge e.g. explanation text, job description of the heart Use the role play model to explain how nutrients and water are transported within animals. Can use subject knowledge about the heart whilst writing conclusions for investigations Can explain both the positive and negative effects of diet, exercise, drugs and lifestyle on the body	The heart pumps blood in the blood vessels around to the lungs. Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system.	Circulatory system Heart Pulse Rate Pumps Blood Blood vessels Transported Lungs, Liver, Kidney, alveoli Gas exchange Arteries, veins, capillaries Oxygen Carbon dioxide Nutrients Water Muscles

		Present information e.g. in a health leaflet describing impact of drugs and lifestyle on the body	Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.	Cycle Diet Exercise Drugs Lifestyle Alcohol Smoking Diabetes
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