

Topic	<b>Animals, including humans</b>
EYFS	<p><b>The World</b></p> <p><b>30-50</b> Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>40-60</b> Look closely at similarities, differences, patterns and change.</p> <p><b>ELG</b> They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Year 1	<ul style="list-style-type: none"> <li>• Can they point out some of the differences between different animals?</li> <li>• Can they sort photographs of living things and non-living things?</li> <li>• Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</li> <li>• Can they describe how an animal is suited to its environment?</li> <li>• Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Can they name the parts of the human body that they can see?</li> <li>• Can they draw &amp; label basic parts of the human body?</li> <li>• Can they identify the main parts of the human body and link them to their senses?</li> <li>• Can they name the parts of an animal's body?</li> <li>• Can they name a range of domestic animals?</li> <li>• Can they classify animals by what they eat? (carnivore, herbivore, omnivore)</li> <li>• Can they compare the bodies of different animals?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• <b>Can they begin to classify animals according to a number of given criteria?</b></li> <li>• <b>Can they point out differences between living things and non-living things?</b></li> <li>• <b>Can they name some parts of the human body that cannot be seen?</b></li> <li>• <b>Can they say why certain animals have certain characteristics?</b></li> <li>• <b>Can they name a range of wild animals?</b></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Can they describe what animals need to survive?</li> <li>• Can they explain that animals grow and reproduce?</li> <li>• Can they explain why animals have offspring which grow into adults?</li> <li>• Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)</li> <li>• Can they explain the basic needs of animals, including humans for survival? (water, food, air)</li> <li>• Can they describe why exercise, balanced diet and hygiene are important for humans?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• <b>Can they explain that animals reproduce in different ways?</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Can they explain the importance of a nutritionally balanced diet?</li> <li>• Can they describe how nutrients, water and oxygen are transported within animals and humans?</li> <li>• Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?</li> <li>• Can they describe and explain the skeletal system of a human?</li> <li>• Can they describe and explain the muscular system of a human?</li> </ul> <p>Challenge</p>

	<ul style="list-style-type: none"> <li>• <b>Can they explain how the muscular and skeletal systems work together to create movement?</b></li> <li>• <b>Can they classify living things and non-living things by a number of characteristics that they have thought of?</b></li> <li>• <b>Can they explain how people, weather and the environment can affect living things?</b></li> <li>• <b>Can they explain how certain living things depend on one another to survive?</b></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Can they identify and name the basic parts of the digestive system in humans?</li> <li>• Can they describe the simple functions of the basic parts of the digestive system in humans?</li> <li>• Can they identify the simple function of different types of teeth in humans?</li> <li>• Can they compare the teeth of herbivores and carnivores?</li> <li>• Can they explain what a simple food chain shows?</li> <li>• Can they construct and interpret a variety of food chains, identifying producers, predators and prey?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• <b>Can they classify living things and non-living things by a number of characteristics that they have thought of?</b></li> <li>• <b>Can they explain how people, weather and the environment can affect living things?</b></li> <li>• <b>Can they explain how certain living things depend on one another to survive?</b></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Can they describe the changes as humans develop to old age?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• <b>Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?</b></li> <li>• <b>Can they describe the changes experienced in puberty?</b></li> <li>• <b>Can they draw a timeline to indicate stages in the growth and development of humans?</b></li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?</li> <li>• Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</li> <li>• Can they describe the ways in which nutrients and water are transported within animals, including humans?</li> </ul> <p>Challenge</p> <ul style="list-style-type: none"> <li>• <b>Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?</b></li> <li>• <b>Can they compare the organ systems of humans to other animals?</b></li> <li>• <b>Can they make a diagram of the human body and explain how different parts work and depend on one another?</b></li> <li>• <b>Can they name the major organs in the human body?</b></li> <li>• <b>Can they locate the major human organs?</b></li> <li>• <b>Can they make a diagram that outlines the main parts of a body?</b></li> </ul>