

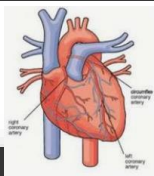


Science Progression– Living things

Year 6

Living things:

Use knowledge of the order of operations to carry out Plants involving the four operations.
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals.
Give reasons for classifying plants and animals based on specific characteristics.



Animals including humans:
Describe the changes as humans develop to old age.

Year 5

Evolution:

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Animals including humans:

Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.
Describe the ways in which nutrients and water are transported within animals including humans.
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.



Living things:

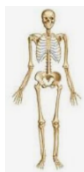
Describe the life process of reproduction in some plants and animals.
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.



Year 4

Plants:

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow). Explore the part that the flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Identify and describe the function of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
Investigate the way in which water is transported within plants.



Year 3

Rocks:

Recognise that soils are made from rocks and organic matter.
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Animals including humans:

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals inc pets)
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Development matters - Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
Curriculum statement from milestones document To understand that they are part of a bigger world.

Year 2

Animals including humans

Find out and describe the basic needs of animals inc humans for survival (water, food and air).
Notice that animals inc humans have offspring which grow into adults.

Year 1

Plants:

Observe and describe how seeds and bulbs grow into mature plants.
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living things:

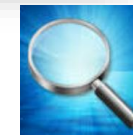
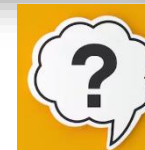
Explore and compare the differences between things that are living, dead and things that have never been alive.
Identify and name a variety of plants and animals in their habitats including microhabitats.
Describe how animals obtain their food from plants and other animals using the idea of a simple food chain, and identify and name the different sources of food.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and how they depend on each other.

Living things

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Plants:

Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.



EYFS