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| SCIENCE SKILLS REC to Y6ANIMALS INCLUDING HUMANS |
|  | EYFS Skills | Key Stage 1 Skills | Lower Key Stage 2 Skills | Upper Key Stage 2 Skills |
|  | End of RECExpectations | End of Year 1Expectations | 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 |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| 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 recognise that all food begins with a plant. | Construct a variety of food chains and explain what would happen if one of the parts of the chain became ‘unavailable’. | Complete own research/watch documentaries, noting detail on animals and plants in their habitats. Include the work of naturalists such as Attenborough or Goodall. | Describe how animals must be adapted to their habitats for survival, using a range of animals and their adaptations as examples. |
| Growth, Health and survival |  | 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 intestine and describe their special functions. | 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 policy on exercise and diet choices  |
| Lifecycles |  | 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. |