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| BIOLOGY |
| EYFS | KS1  | LKS2  | UKS2  |
| ***PD*** *(Health and Self Care)***40-60 months**• I eat a healthy range of foodstuffs andunderstand the need for variety in food• I understand that good practices withregard to exercise, eating, sleeping andhygiene can contribute to good health**Early Learning Goal**• I know the importance for good healthof physical exercise and a healthy diet• I talk about ways to keep healthy andsafe**Exceeding statements**• I know about, and can make healthychoices in relation to, healthy eating anddrinking***UW*** *(The World)***40-60 months**• I look closely at similarities, differences,patterns and change**Early Learning Goal**• I know about similarities and differencesin relation to places and living things• I can talk about changes• I can talk about features of my ownimmediate environment and howenvironments might vary from one toanother• I make observations of animals andplants and explain why some thingsoccur, and talk about changes**Exceeding statements**• I know that the environment and livingthings are influenced by human activity | Year 1**Plants**• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• I can describe and name the parts of a flowering plant including trees**Animals, including humans**• I can identify and name q variety of common animals inc. fish, amphibians, reptiles, birds and mammals• I can identify and name common animals that arecarnivores, herbivores and omnivores• I can describe and compare the structureof a variety of animals (see above) inc. pets• I can identify, name, draw and label basic parts of the human body• I can say which part of the body is associated with each sense. | Year 2**Plants**• I can describe the conditions necessaryfor plant growth• I can describe how seeds grow into mature plants**Animals, including humans**• I notice that animals inc. humans have offspring whichgrow into adults• I can describe the importance for humans of exercise, healthy eating and goodhygiene• I can describe the basic needs of animals, including humans, for survival.**Living things and their habitats**• I can explore and compare the differences between things that are living, dead and things which have never been alive• I can identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different animals andplants and how they depend on each other• I can identify and name a variety of plants and animals, including microhabitats• I can describe how animals obtain their food from plants and other animals and use a simple food chain | Year 3 **Plants**• I can describe the function of the parts of a flowering plant (roots, stem, leaf,stamen, carpel)• I can explore the requirements for plant growth (air, light, water, nutrients fromsoil, room)• I can explore how water is transported within plants• I can explore different stages of the lifecycle of flowering plants including pollination, seed formation and seed dispersal.**Animals, including humans**• I can explain that some animals have skeletons and muscles for support, protection andmovement• I can explain that animals cannot make food and need to get their nutrition from what they eat giving examples of different food groupsYear 4**Living things and their habitats**• I can group living things in a variety of ways• I recognise that environments can change and that this can pose dangers to living things• I use classification keys to group, identify and name a variety of living things in theirenvironment**Animals, including humans**• I can describe the simple function and basic parts of the human digestive system• I can identify the different types of teeth in humans and their basic functions• I can create and interpret simple food chains and name the producer, predatorand prey | Year 5**Living things and their habitats**• I can describe the differences in the life cycles of a mammal, a bird, an amphibian and an insect• I can describe the process ofreproduction in some plants andanimals• I can group living things according to common observable characteristics, including microorganisms, plants andAnimals• I can name the main parts of the human circulatory system**Plants**• I can explain how water and nutrients are transported in plants• I can explain the processes offertilisation, pollination and seeddispersalYear 6**Animals, including humans**• I know that animals need the right amount of nutrition to stay healthy• I can describe changes as humans develop to old age• I recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions• I can create and interpret complex food chains and name the producers, predators and prey• I can explain how changing variables within a food chain might affect the habitat**Evolution and inheritance**• I can recognise that living things have changed over time and understand that fossils provide information about living things that inhabited the Earth millions of years ago• I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution• I know that living things produce offspring and that offspring normally vary and are not identical to their parents |
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