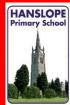
## **BIOLOGY**

# Progression of Knowledge, Skills and Vocabulary



	KS1	LKS	2	UKS	<u> </u>
EYFS	Year 1/2	Year 3	Year 4	Year 5	Year 6
Development Matters	Cycle A -focus on flowers	Plants			
(Reception)	Plants	NC Busile should be toward to			
Understanding the World	NC	Pupils should be taught to:			
<ul> <li>I can explore the natural</li> </ul>	Pupils should be taught to:	identify and describe the functions of different parts of			
world around me.	identify and name a variety of common wild and garden plants,	flowering plants: roots,			
I can describe what I see,	including deciduous and evergreen trees	stem/trunk, leaves and flowers			
hear and feel whilst outside.	identify and describe the basic structure of a variety of common	* explore the requirements of			
I can recognise some	flowering plants, including trees.	plants for life and growth (air,			
environments that are		light, water, nutrients from soil,			
different to the one in which I	• I can identify and name a variety of common wild and garden	and room to grow) and how			
live.	plants, including deciduous and evergreen trees	they vary from plant to plant			
I can understand the effect of	• I can describe and name the parts of a flowering plant	♣ investigate the way in which			
changing seasons on the	including trees	water is transported within			
natural world around me.		plants			
	Vocab	♣ explore the part that flowers			
Early Learning Goals:	Names of: wild plants, garden pants, flowering plants, trees, leaf,	play in the life cycle of flowering			
I can explore the natural	flower, blossom, petal, fruit, berry, root, bulb, seed, trunk,	plants, including pollination,			
world around me, making	branch, stem, bark, stalk, vegetable	seed formation and seed			
observations and drawing		dispersal.			
pictures of animals and					
plants.	NC	• I can describe the function			
I know some similarities and	Pupils should be taught to:	of the parts of a flowering			
differences between the	Observe and describe how seeds and bulbs grow into mature	plant (roots, stem, leaf,			
natural world around me and	plants	flowers -			
contrasting environments,	# find out and describe how plants need water, light and a suitable	stamen, carpel)			
drawing on my experiences	temperature to grow and stay healthy.	• I can explore the			
and what has been read in	The state of the s	requirements for plant growth			
class.	• I can describe the conditions necessary inc water, light and	(air, light, water, nutrients			
I can understand some	suitable temperature	from			
important processes and	for plant growth	soil, room) and how they are			
changes in the natural world	• I can describe how seeds and bulbs grow into mature plants	different for different plants			
around me, including the	• I can identify and draw basic parts of a plant inc. roots, stem,	• I can explore how water is			
seasons and changing states	leaf and flower	transported within plants			
of matter.	Vocab	• I can explore different			
	seeds, bulbs, water, light, growth, healthy, shoot, seedling,	stages of the lifecycle of			
		flowering plants including			
	Cycle B- focus on trees and growing	pollination, seed formation and			
	vegetables	seed dispersal.			



Pupils should be taught to:  # identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  # identify and describe the basic structure of a variety of common flowering plants, including trees.  I can identify and name a variety of deciduous and evergreen trees  I can describe and name the parts of trees  Vocab  Names of: wild plants, garden pants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable  NC  Pupils should be taught to:  # 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.  I can describe the conditions necessary inc water, light and suitable temperature for plant growth  I can describe how seeds and bulbs grow into mature plants  I can identify and draw basic parts of a plant inc. roots, stem, leaf and flower  Vocab  seeds, bulbs, water, light, growth, healthy, shoot, seedling,	Vocab leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal			
Animals, including humans NC Pupils should be taught to:  identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  identify and name a variety of common animals that are carnivores, herbivores and omnivores	Animals, including humans NC Pupils should be taught to:     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     identify that humans and some other animals have	Animals, including humans NC Pupils should be taught to: describe the simple functions of the basic parts of the digestive system in humans didentify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains,	Animals, including humans NC Pupils should be taught to: A describe the changes as humans develop to old age. I can describe the changes which happen as a human develops to old age (link to RSE/PSHE)	Animals, including humans NC Pupils should be taught to:  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- I can identify and name a variety of common animals inc. fish, amphibians, reptiles, birds and mammals
- I can identify and name common animals that are carnivores, herbivores and omnivores
- I can describe and compare the structure of a variety of animals (see above) inc. pets

### Vocab

tail, wing, claw, fin, scales, feathers, fur, beak

### Animals, including humans

### NC

Pupils should be taught to:

- notice that animals have offspring which grow into adults
- find out about and describe the basic needs of animals for survival (water, food and air)
- I notice that animals humans have offspring which grow into adults
- I can describe the basic needs of animals, for survival.

### Vocab

offspring, life cycles, grow, change, adults, basic needs, water, food, air survival

### Cycle B- human focus

### Animals, including humans

### NC

Pupils should be taught to:

- ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- $\bullet$  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

### Vocab

Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low

### Animals, including humans

NC

skeletons and muscles for support, protection and movement.

- I can explain that some animals have skeletons and muscles for support, protection and movement
- I can explain that animals cannot make food and need to get their nutrition from what they eat giving examples of different food groups• I can explain how changing variables within a food chain might affect the habitat

Vocab
Nutrition, food types,
carbohydrates, protein,
vitamins and minerals, fat,
sugar, fruits and veg, dietary
fibre, water, balanced diet,
skeleton, muscles, support,
protection, movement, names
of bones, vertebrate,
invertebrate

identifying producers, predators and prey.

- I can describe the simple function and basic parts of the human digestive system
  I can identify the different
- 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, predator and prey

#### Vocab

Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain

- describe the ways in which nutrients and water are transported within animals, including humans.
- I can identify and name the main parts of the circulatory system and describe the functions of the heart, blood vessels and blood
- I recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions (link to RSE / PSHE)
- I can describe the way nutrients and water are transported within animals including humans

Vocab
Circulatory system, heart,
blood, blood vessels, pumps,
oxygen, carbon dioxide, lungs,
nutrients, water, diet, exercise,
drugs, lifestyle, evolution,
suited/suitable, adapted,
adaptation, offspring,
reproduction, variation, inherit,
inheritance, fossils



Pupils should be tought car.  A made out shout not make the profit of which good into adults. A find out shout not and descrate the basic needs of humans, for a street of the profit of the humans of cares, carling the right annuats of different types of front, and types.  - I notice that humans have of figures which good and adults. I can describe the basic needs of humans, for a survival. I can describe the basic needs of humans, for a survival. I can describe the basic needs of humans of care case, healthy arting and goar fingings.  World offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, courties, food yees fruit and veg, bread, rice, peats, milk, dirty, food high in the off sugar, mea, fire, gags, belands) hypeline  Cycle A (cover all objectives this year so Yr2 de not miss out on this)  Living things and their habitets NC  No habitation to be the habitets was a survival of any part of the habitets was a survival of the survival of the target to be habitet to which they are a survival of the surv				
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• I can name and identify different sources of food pollination, seed formation, Organism, micro-organism,		I · · · ·		
	• I can name and identify different sources of food	·		Organism, micro-organism,
The state of the s		· '	1 -	

Living, dead, never been alive, name pond, woodland, meadow, name mi stony path, under bushes, suited, ba food chain, shelter  Cycle B	cro habitats, under log,	Vocab Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).	stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young	classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, name some of these, arachnid, mollusc, insect, crustacean
Living things and their habitats  NC  Pupils should be taught to:  identify and name a variety of plants a habitats, including microhabitats  describe how animals obtain their food animals, using the idea of a simple food name different sources of food.  I can identify and name a variety of pincluding microhabitats  I can describe how animals obtain the other animals and create a simple food.  I can name and identify different sources of food.	d from plants and other chain, and identify and plants and animals, eir food from plants and chain urces of food			
suited, basic needs, depend, food, fo				Evolution and inheritance NC Pupils should be taught to:  recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things
				produce offspring of the same kind, but normally offspring vary and are not identical to their parents  identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  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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