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| BIOLOGY | | | | |
| EYFS | KS1 | | LKS2 | UKS2 |
| ***PD*** *(Health and Self Care)*  **40-60 months**  • I eat a healthy range of foodstuffs and  understand the need for variety in food  • I understand that good practices with  regard to exercise, eating, sleeping and  hygiene can contribute to good health  **Early Learning Goal**  • I know the importance for good health  of physical exercise and a healthy diet  • I talk about ways to keep healthy and  safe  **Exceeding statements**  • I know about, and can make healthy  choices in relation to, healthy eating and  drinking  ***UW*** *(The World)*  **40-60 months**  • I look closely at similarities, differences,  patterns and change  **Early Learning Goal**  • I know about similarities and differences  in relation to places and living things  • I can talk about changes  • I can talk about features of my own  immediate environment and how  environments might vary from one to  another  • I make observations of animals and  plants and explain why some things  occur, and talk about changes  **Exceeding statements**  • I know that the environment and living  things 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 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  • 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 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  **Animals, including humans**  • I notice that animals inc. humans have offspring which grow into adults  • I can describe the importance for humans of exercise, healthy eating and good  hygiene  • 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 and  plants 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 create a simple food chain  • I can name and identify different sources of food | Year 3 and 4  **Plants**  • I can describe the function of the parts of a flowering plant (roots, stem, leaf, flowers -  stamen, carpel)  • I can explore the requirements for plant growth (air, light, water, nutrients from  soil, room) and how they are different for different plants  • 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 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, predator  and prey  **Animals, including humans**  • 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  **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 their  Environment  • 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 | 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 of  reproduction in some plants and  animals  • I can explain the processes of  fertilisation, pollination and seed  dispersal  **Animals, including humans**  • I can describe the changes which happen as a human develops to old age (link to RSE/PSHE)  Year 6  **Living things and their habitats**  • I can describe how living things are classified into groups based on similarities and differences  • I can give reasons why plants and animals are classified based on specific characteristics  •I know different types of microorganisms and their uses  **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  **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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