

Animals including Humans

Year Group	Unit	Key Knowledge	Key Vocabulary
Nursery	All About Me	<p>Development Matters 2020 – Three & Four Year Olds</p> <p>Understanding the World</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 	<p>Model and encourage children to use vocabulary such as: grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf</p> <p>Expose children to supplementary vocabulary such as: life cycle, senses, elderly, die (if appropriate)</p>
Reception	All About Me	<p>Development Matters 2020 – Reception – Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Manage their own needs. <p>Physical Development</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian. Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene. 	<p>Model and encourage children to use vocabulary such as: hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman</p> <p>Expose children to supplementary vocabulary such as: bald, elderly, wrinkles, male, female, freckles</p>
Y1	Different Animals	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals make observations of animals know that animals eat different types of food identify the food of some common animals recall and use the words: carnivore, herbivore and omnivore group animals that belong to: <i>carnivores, herbivores and omnivores</i> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) describe differences between the different animal groups (e.g. <i>birds have feathers but mammals have fur</i>) name and locate the basic parts of the human body draw and label a simple body outline identify and locate the sense organs use senses to describe textures, sounds and smells compare differences in texture, sounds and smells 	<p>Body parts: eyes, ears, elbows, hair, mouth, nose, teeth, paw, hoof, tail, fin, shell, skin, wings, beak, fur, scales, feathers</p> <p>Fish: goldfish, tuna, salmon</p> <p>Birds: blackbird, magpie, robin, sparrow, crow, swan.</p> <p>Reptiles: snake, lizard, tortoise</p> <p>Mammals: mouse, horse, cow, sheep, hamster, rabbit</p> <p>Amphibians: frog, toad, newt</p> <p>Senses: feel, hear, smell, see, taste, touch</p> <p>Carnivore, omnivore, herbivore</p>
Y2	Growth and Survival	<ul style="list-style-type: none"> recognise that animals produce young recognise changes that take place as animals get older and explain that adult animals no longer grow describe some differences they observe between babies and toddler and make comparisons of the differences they observe between babies and toddlers identify the offspring of a selection of different animals recognise that exercise is important name some types of food and identify some types of food that make up their diet and name some examples of each recognise that an adequate diet and exercise are necessary for them to grow and stay healthy and describe some of the types of food that they eat 	<p>Baby, toddler, adult, eggs, fruit, vegetables, water, fibre, meat, fish, cheese, beans, washing, exercise, diet, offspring</p>
Y3	The Skeleton	<ul style="list-style-type: none"> identify some foods needed for a healthy and varied (balanced) diet name the components of a healthy and varied diet – carbohydrates, protein, fats, fibre, fruit and vegetables describe how their diet is balanced describe an adequate and varied diet for humans, recognising that there are many ways of achieving this know they have bones and muscles in their body – state that they and other animals have skeletons identify animals that <u>do not</u> have an internal skeleton (invertebrates) group animals with and without an internal skeleton describe some observable characteristics of bones recognise that their skeletons grow as they grow describe the main functions of their skeletons state that movement depends on both skeleton and muscles state that when one muscle contracts another relaxes 	<p>Balanced diet, carbohydrates, protein, fats, fibre, fruit and vegetables, bones, muscles, femur, ribs, spine, tibia, shoulder blade, hollow, relax and contract, protect, support, internal skeleton, exoskeleton</p>
Y4	Teeth and Digestion	<ul style="list-style-type: none"> identify a wider range of body parts, including some internal organs (large intestine, small intestine, brain, lungs, heart, stomach, oesophagus) locate and name the different organs in the digestive system describe the role of each organ in the digestive system state that animals have different diets and may have different kinds of teeth and describe the role of each type of teeth in digestion recognise they need to take care of their teeth and name the different types of teeth – incisor, molar, canine explain how they should look after their teeth and recognise why they need to do so 	<p>Teeth and eating: incisor, molar, canine, diet, decay, healthy, teeth, acids, sugars, mouth, rip, tear, chew, grind, Digestive system: saliva, tongue, toilet waste, nutrients, energy, stomach, large/small intestine, brain, lungs, movement, acids, urine, faeces, oesophagus</p>
Y5	Human Life Cycle	<ul style="list-style-type: none"> identify ways in which the appearance of humans changes as they get older – wrinkles, grey hair, height, weight identify some characteristics that will not change with age recognise stages in growth and development of humans including puberty – new born, infant, child, teenager, puberty, adult, 	<p>new born, infant, child, teenager, puberty, adult, wrinkles, grey hair, height, weight</p>

Y6	The Circulatory and Respiratory System.	<ul style="list-style-type: none">• identify and name the parts of the circulatory system• know that the heart is made of muscle• describe what the heart and blood vessels do• state how to measure pulse rate and recognise that pulse rate is a measure of how fast the heart is beating• discover that during exercise the heart beats faster to take blood more rapidly to the muscles and make careful measurements of pulse rate.• describe the different functions of the blood (e.g. transporting and protecting)• know that the blood comes from the heart in arteries and returns to the heart in veins• know that blood carries oxygen and other essential materials around the body (minerals, vitamins,) and takes waste products away (carbon dioxide) to the lungs.• identify some of the harmful effects of smoking• give several reasons why it is sometimes necessary to take medicines and recognise that care needs to be taken with medicines and that they can be dangerous• identify some harmful effects of drugs• identify food as a fuel for the body and name the major groups into which food is categorised and identify sources for each group (<u>recap from year 3</u>)• describe the main function of the organs of the human body	Heart, veins, arteries, capillaries, blood, pulse, beats, oxygen, carbon dioxide nutrients, organs, drugs, medicines, minerals, vitamins, lungs, caffeine, medical, legal, illegal
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