Animals including Humans	Nursery	Reception	Year 1 A1 –Houses and Homes (Humans) Su 1 and 2 – Buckets and Spades (Animals)	Year 2 Famous People Sp1 Homes of Kings and Queens Sp2	Year 2 Summer 2 - Where would you prefer to live: Royston or Mexico?	Year 3 Sp1 - The human body: Skeleton and muscles Nutrition (Animals including humans)	Year 4 Viking Raiders – Sp1 and 2	Year 4 Au 1 – South America and the Rainforest
Curriculum objectives Taken from Long Term Plans and NC	Understanding the World: The World (3-4 years) Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Understanding the World: The World (4-5 years) Explore the natural world around them. Describe what they see, hear and feel whilst outside. ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Autumn 1 Summer 2 -Describe and compare the structure of a variety of common animals, fish, amphibians, reptiles, birds and mammals (including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores	To notice that animals, including humans, have offspring which grow into adults (observe the growth of butterflies/ chicks and tadpoles) To find out about and describe the basic needs of animals including humans for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different food and hygiene (D&T - cooking).	To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that, most living things live in habitats to which they are suited. To describe how different habitats provide for basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including microhabitats (wild area, local Environment). Describe how animals obtain their food from plants and other animals using the idea of a simple food chain, and identifying and name different sources of food (e.g. grass, cow, human).	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 skeletons and muscles for support, protection and movement	describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey, Know that animals have different diets.	Pupils will be taught to: recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, Recognise that environments can change and that this can sometimes pose dangers to living things.

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Key Vocabulary	Ourselves, name body parts i.e. leg, arm, head, neck, foot toe etc., Bear, lives, fur, claw, paw, minibeasts, baby, adult, sort, group, feathers, wings, scales Animal, knee, elbow, neck, face, feet, hands, bread, potatoes, apples, cereals, rice, meat, fish, milk, running, jumping, swimming, walking, chicken, hen, kitten, cat, puppy, dog, duckling, duck		Elbow, Head, Ear, Nose, Back, Wings, Beak Body parts: eyes, ears, elbows, hair, mouth, nose, teeth, paw, hoof, tail, fin, shell, skin, wings, beak, fur, scales, feathers Fish: goldfish, tuna, salmon Birds: blackbird, magpie, robin, sparrow, crow, swan, finch, wren, pigeon Reptiles: snake, lizard, tortoise Mammals: mouse, horse, cow, sheep, hamster, rabbit Amphibians: frog, toad, newt Senses: feel, hear, smell, see, taste, touch Carnivore, omnivore, herbivore	toddler, eggs, fruit Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene vegetables, water, fibre, meat, fish, cheese, beans washing, diet	Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert alive , non-living, habitats, keys, breathe, grow, eat, have babies, move, sense, go to the toilet, habitat, microhabitat, food chain	Movement, Muscles, Bones, Skull Nutrition, Skeletons 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	Mouth, Tongue,, Oesophagus, Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar 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,	Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats Predator, prey, producer, river, ocean, desert, arctic, rainforest, mountain, farmland, wood, dry, wet, vegetation, shelter, classify, characteristic, flowering plant, non-flowering plant (fern, moss)
Enquiry and Investigation	Nursery Rhymes – Head, shoulders, knees and toes. My body Life cycle of a hen Adult animals and their babies Look at what food we get from different animals	Nursery Rhymes – Head, shoulders, knees and toes **Aut 1 Into the Woods, Sp 2 Animals of the World Su 1 – Minibeasts** Discussions and debate about habitats and living things. Bear facts and their habitats.	Su2 – Creating a fact file sheet about a chosen animal Sketch of fish – observational drawings Dissection of fish **HFL assessment task**- To use pictograms to present evidence about eye colour – WS skills included on sheet	**HFL Assessment** carried out over two lessons. Growth and survival focusing on the question 'Are older Year 2 children Taller?' WS –planning, obtaining and presenting evidence, considering and evaluating evidence. Uses their observations and ideas to suggest answers	Using the outside areas – exploring different habitats around the school – WS – Uses their observations and ideas to suggest answers Gathers evidence Records information Uses secondary resources to find information. .	Can people with larger feet jump further? WS – sets up simple practical enquiries, comparative and fair tests, uses appropriate equipment and measures with accuracy **(Linked with DT)** Research the nutritional value of different foods using the NHS Eatwell	The effect of different liquids on your teeth. – using eggs and different liquids to investigate the corrosive properties that different liquids can have on teeth WS- Prepares own format for recording data Considering and evaluating evidence	Sorting vertebrates and invertebrates – recording in books Using the school site to identify animals in habitats as well as flowering and non-flowering plants WS – Makes systematic and careful observations, sets up practical enquiries

		Finding things that are similar and different/sorting and matching things/talking about what I have noticed	**Computing** – grouping data and creating labels for groups of animals	to questions. gathers and records simple data to help in answering questions		Guide and Change For Life. **HFL Task- Model skeletons** – Make a model of what they think the human skeleton is like. Use secondary sources to find out about the human skeleton and add to/change their model to reflect what they find out.	Records and presents findings using drawings, labelled diagrams etc.	WS task – troublesome animals
		Sp2 –Animals of the World, Su 1 –Minibeasts Identifying and classifying animals. Animal life cycles Creating a mini beast hotel. Mini-beast hunt in our school environment. Using senses to observe and look closely and noticing changes. Zoo visit		To notice that animals including humans have offspring which grow into adults – life cycle of a frog. Having tadpoles in the classroom from parent. WS – observing and measuring, recording information, using secondary sources to find information. Asking questions		**Researching Skeletons-** Ask relevant questions about skeletons from two different animals to make a comparison. Use a secondary source	**Modelling digestive system**: describe the simple functions of the basic parts of the digestive system in humans	**Computing** – Data logging. Collecting, inputting and analysing data.

WS- working scientifically.