Progression in Science at Welwyn St Mary's Primary School

Animals, including humans

	Expectations	Key words
EYFS	• identify something as an animal • name some places animals live • identify and locate parts of their body • identify and locate parts of animals bodies • use their observations to describe humans and other animals • name a very limited range of food • can identify types of exercise • name baby, child, adult and the young of some other animals	Animal, head, legs, arms, 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
Y1 Different Animals	• identify and name a selection of animals • identify and sort animals into different groups • name the different groups of animals • **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 • **identify and name a variety of common animals that are carnivores, herbivores and omnivores** • *group animals that belong to: carnivores, herbivores and omnivores* • use their observations to point out differences between humans and other animals and between animals and non-living things • **describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)** • identify and locate the sense organs • use senses to describe textures, sounds and smells • compare differences in texture, sounds	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. 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

	and smells • name and locate the basic parts of the human body • draw and label a simple body outline • *describe differences between the different animal groups (e.g. birds have feathers but mammals have fur)* • *identify animals which are more likely to be seen in different seasons* • *explain why some animals are only seen at night*	
Y2 Growth and Survival	• recognise that animals produce young • **notice that animals, including humans, have offspring which grow into adults** • recognise changes that take place as animals get older • explain that adult animals no longer grow • describe some differences they observe between babies and toddler • make comparisons of the differences they observe between babies and toddlers • identify the offspring of a selection of different animals • *use evidence to show that adult animals no longer grow* • *use evidence to show that children of the same age are not all the same size* • *use evidence to show that older children are generally taller than younger children* • **find out about and describe the basic needs of animals, including humans, for survival (water, food and air)** • *explain how to look after a pet describing what it needs to survive* • **describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene** • recognise that exercise is important • name some types of food • 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	Baby, toddler, adult, eggs, fruit, vegetables, water, fibre, meat, fish, cheese, beans washing, exercise, diet offspring

	• describe some of the types of food that they eat	
Y3 Healthy Eating and Healthy Bodies	• identify some foods needed for a healthy and varied diet • name the components of a healthy and varied diet • describe how their diet is balanced • **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** • *describe the role of different food groups* • *compare and contrast diets of animals including pets* • *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 do not have an internal skeleton (invertebrates) • group animals with and without an internal skeleton • *describe some advantages of having an internal skeleton over no skeleton or an exoskeleton* • describe some observable characteristics of bones • describe the main functions of their skeletons • state that movement depends on both skeleton and muscles • state that when one muscle contracts another relaxes • **identify that humans and some other animals have skeletons and muscles for support, protection and movement** • recognise that their skeletons grow as they grow • *describe problems associated with broken bones or bones diseases*	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

Y4 Teeth and Digestion	• 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 • **describe the simple functions of the basic parts of the digestive system in humans** • *explain why food needs to be broken down* • recognise they need to take care of their teeth • name the different types of teeth • describe the role of each type of teeth in digestion • **identify the different types of teeth in humans and their simple functions** • explain how they should look after their teeth and recognise why they need to do so • *explain why dentists are concerned about the amount of sugar children have* • state that animals have different diets and may have different kinds of teeth • *explain how fossilised teeth give us clues about an animals' diet* • *explain why the teeth of certain types of animals need to be different* • *explain why humans do not have a full set of adult teeth at birth*	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
Y5 Life Cycles (This could be taught with livings things and their habitats)	• **describe the changes as humans develop to old age** • identify ways in which the appearance of humans changes as they get older • 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, wrinkles, grey hair, height, weight
Y6	• identify and name the parts of the circulatory system • know that the heart is made of muscle • describe what the heart and blood vessels	Heart, veins, arteries, capillaries, blood, pulse, beats, oxygen, carbon dioxide nutrients, organs, drugs,

Humans and Health	do • **identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood** • state how to measure pulse rate • 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 • 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 • *explain how ideas about the circulatory system have changed over time* • identify some of the harmful effects of smoking • **recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans** • recognise that care needs to be taken with medicines and that they can be dangerous • give several reasons why it is sometimes necessary to take medicines • identify some harmful effects of drugs • identify food as a fuel for the body • name the major groups into which food is categorised and identify sources for each group • describe the main function of organs of the human body • *explain the effect of diet on particular organs of the body/aspects of health* • *explain the effect of exercise on particular organs of the body/aspects of*	medicines, minerals, vitamins, lungs, caffeine, medical, legal, illegal

	health • *explain how ideas about smoking have changed over time* • *explain why advice on diet changes (e.g. butter vs margarine, five a day, tax on sugary drinks)*	