



BIOLOGY	EYFS	Year 1	Year 2	Year 3 Year 4		Year 5 Year 6
PLANTS	Understanding the World	SPRING 2 PLANTS	SPRING 2 MAKING NEW PLANTS	Spring 2 A / SUMMER 1 A PLANTS AND THEIR FOOD PRODUCTION PLANT REPRODUCTION		
Vocabulary		Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen	Germination, shoots, Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen, observe, grow, compare, record, temperature, predict, measure, diagram, germinate, warmth, sunlight.	Air, light, water, nutrients, soil, support, anchor, reproduction, pollination, dispersal, transportation, flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, material, photosynthesis, chlorophyll	results data questions evidence conclusion prediction	
		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.  Identify and name the roots, trunk, branches and leaves of trees.	Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and warmth to grow and stay healthy.  Understand that plants grow from seeds/bulbs  Explain that plants need light, water and warmth to grow and survive	Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers  Explore the part flowers play in a flowering plants life cycle, including pollination, seed formation and seed dispersal.  Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants.  Know the way in which water is transported between plants.		

			<p>Explain that flowers make seeds to make more plants (reproduce)</p> <p>Understand that plants are important; We need plants to survive (to clean air, to eat)</p> <p>Know that we can eat different parts of the plants (leaves, stems, roots, seeds, fruit)</p>			
<b>ANIMALS INCLUDING HUMANS</b>		<b>ANIMAL LIFE CYCLES</b>	<b>ANIMAL SURVIVAL</b>	<b>SUMMER 2A ANIMAL SKELETONS AND MOVEMENT</b>	<b>SPRING 2B DIGESTION</b>	<b>SPRING 1 B CIRCULATION</b>
<b>Vocabulary</b>		sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow	Variation , habitat, adapted, survive Avoid, wild plant, garden plant maturity, reproduce, die, offspring life cycle	Nutrients, nutrition, carbohydrates, protein, fats, vitamins, minerals, water, fibre, skeleton, bones, joints, endoskeleton, exoskeleton, hydrostatic skeleton, vertebrates, invertebrates, muscles, contract, relax,	Herbivore, Carnivore, Digestive system, tongue, mouth, teeth, oesophagus, stomach, gall bladder, small intestine, pancreas, large intestine, liver, tooth, canine, incisor, molar, premolar, producer, consumer.	Oxygenated, Deoxygenated, Valve, Exercise, Respiration Circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, water, oxygen, alcohol, drugs, tobacco.
		Understand that animals have senses to help individuals survive. When animals sense things	Know that animals, including humans, have offspring which grow into adults	Identify that animals, including humans, need the right types and amount of nutrition, and they	Describe the simple functions of the basic parts of the digestive system in humans.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

		<p>they are able to respond.</p> <p>Explain that animals need food to survive.</p> <p>Explain that animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</p>	<p>Know the basic stages in a life cycle for animals, including humans.</p> <p>Find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Understand that animals move in order to survive and that different animals move in different ways to help them survive.</p> <p>Explain how exercise keeps animal's bodies in good condition and increases survival chances.</p> <p>Know that animals <b>reproduce</b> when they reach maturity (adulthood) and that all animals eventually die.</p>	<p>cannot make their own food; they get their nutrition from what they eat.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans.</p> <p>Know about the importance of a nutritious, balanced diet.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement:</p>	<p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>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 human</p>
VARIATION AND EVOLUTION			SUMMER 2 LIVING THINGS and their HABITATS	SUMMER 1B LIVING THINGS	SUMMER 1A FOSSILS, GEOLOGICAL TIME and CLASSIFICATION	SUMMER 1A CLASSIFICATION and EVOLUTION

Vocabulary			<p>Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, seashore, woodland, ocean, rainforest, conditions, desert, damp, shade,</p>	<p>Environment, flowering, nonflowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation.</p>	<p>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, Variation, Inherited, Environmental, Mutation, Competition, Survival of the Fittest, Evidence,</p>
			<p>Explore and compare the difference between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Understand that there is variation between living things.</p> <p>Explain how different animals and plants live in different places and that living things are adapted to survive in different habitats.</p> <p>Consider how environmental change can affect the</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose danger to living things.</p>	<p>Know about evolution and can explain what it is.</p> <p>Know how fossils can be used to find out about the past.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>

			plants and animals that live there.		
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