

	Understanding the world: The Natural World	Understanding the world: The Natural World	Understanding the world: The Natural World	Personal, Social and Emotional Development – managing self	Personal, Social and Emotional Development – managing self
EYFS	Explore the world around them, making observations and drawing pictures of animals.	Explore the world around them, making observations and drawing pictures of plants.	Understand some processes and changes in the natural world around them including the seasons and states of matter.	Manage their own basic hygiene and personal needs including dressing and going to the toilet.	Understand the importance of healthy food choices.
Year 1	<b>Animals including humans</b>	<b>Plants</b>		<b>Living things and their habitats</b>	<b>Evolution</b>
	<ul style="list-style-type: none"> <li>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>I can identify and name a variety of common animals that are carnivores, omnivores and herbivores.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify different plants.</li> <li>I can identify and describe the basic structure of plants.</li> <li>I understand that plants can grow.</li> <li>I can name a variety of common wild plants.</li> <li>I can sort a variety of plants.</li> <li>I can name a variety of common plants that we can eat.</li> <li>I can identify, name and describe the basic structure of deciduous and evergreen trees.</li> </ul>			

	<ul style="list-style-type: none"> <li>• I can identify, name, draw and label the basic parts of the human body.</li> <li>• I can identify which part of the body is associated with each sense.</li> </ul>			
Year 2	<ul style="list-style-type: none"> <li>• I can find out about and describe the basic needs of animals, including humans, for survival.</li> <li>• I notice that animals, including humans have offspring which grow into adults.</li> <li>• I can describe the importance for humans to exercise.</li> <li>• I can describe the importance for humans to eat the right amounts of different types of food.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify that fruit, vegetables and herbs are types of plant that we eat.</li> <li>• I can observe and describe how seeds grow into mature plants.</li> <li>• I know what plants need to grow and stay healthy.</li> <li>• I can explain the life cycle of plants.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• I can identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>• I can identify and name a variety of plants and animals in their habitats.</li> <li>• I can identify that most living things live in a habitat to which they are suited.</li> <li>• I can construct a simple</li> </ul>	

	<ul style="list-style-type: none"> <li>I can describe the importance for humans to have good hygiene.</li> <li>I can describe the importance for humans to look after themselves.</li> </ul>		food chain.	
Year 3	<ul style="list-style-type: none"> <li>I can identify that humans have bones for support, protection and movement.</li> <li>I can identify that some other animals have bones for support, protection and movement.</li> <li>I understand that animals, including humans, need the right type of nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore the requirements of plants for life and growth.</li> <li>I can identify, locate and describe the function of different parts of flowering plants.</li> <li>I can identify, locate and describe the function of the roots in plants.</li> <li>I can investigate the way in which water is transported within plants.</li> <li>I can explore the part that flowers play in the life cycle of flowering plants, including pollination.</li> <li>I can explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal.</li> </ul>		
Year 4	<ul style="list-style-type: none"> <li>I can name the basic parts of the digestive system and describe their functions.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise that living things can be grouped in a variety of ways.</li> </ul>	

	<ul style="list-style-type: none"> <li>• I can identify the different teeth and describe their functions.</li> <li>• I can construct and interpret a variety of food chains.</li> <li>• I understand what producers, predators and prey are.</li> </ul>		<ul style="list-style-type: none"> <li>• I can explore and use classification keys to help group, identify and name a variety of living things in my local environment.</li> <li>• I can recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>• I can describe the human life cycle.</li> <li>• I understand how a foetus develops in the womb.</li> <li>• I can describe what happens when I am a teenager.</li> <li>• I can describe what happens when I am a senior.</li> </ul>		<ul style="list-style-type: none"> <li>• I can discuss the seven life processes.</li> <li>• I can explain how mammals</li> <li>I can explain how animals</li> <li>• I understand reproduction in plants.</li> <li>• I can describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds.</li> <li>• I can explain the life</li> </ul>	

			cycle of plants.	
Year 6	<ul style="list-style-type: none"> <li>• I can identify and name the main parts of the human circulatory system.</li> <li>• I can identify and name the main parts of the heart.</li> <li>• I can describe how water and nutrients are transported in humans.</li> <li>• I can identify how humans can live a healthy lifestyle.</li> </ul>		<ul style="list-style-type: none"> <li>• I can describe how living things can be classified into broad groups.</li> <li>• I understand how I can use classification keys to help group, identify and name a variety of living things.</li> <li>• I can describe how living things can be classified into broad groups.</li> <li>• I understand that microorganisms are also living things.</li> <li>• I can describe how living things can be classified into broad groups.</li> <li>• I know that scientists have developed different ways to classify living things.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how plants are adapted to their environment.</li> <li>• I can identify how animals are adapted to their environment.</li> <li>• I can explain natural selection and how it may lead to evolution.</li> <li>• I can explain how adaptations may lead to evolution.</li> <li>• I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> </ul>