



National Curriculum Progression

Y1	Y2	Y3	Y4	Y5	Y6
<p>Animals, including Humans iv. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Animals, including Humans i. notice that animals, including humans, have offspring which grow into adults ii. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) iii. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Animals, including Humans i. 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 ii. identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Animals, including Humans i. describe the simple functions of the basic parts of the digestive system in humans ii. identify the different types of teeth in humans and their simple functions</p>	<p>Animals, including Humans i. describe the changes as humans develop to old age.</p>	<p>Animals, including Humans i. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ii. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function iii. describe the ways in which nutrients and water are transported within animals, including humans</p>

Scientific Enquiry Skills

Asking Questions	Investigating	Gathering and Recording Data	Presenting and Analysing Findings
<p>♣ asking simple questions and recognising that they can be answered in different ways</p>	<p>♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying</p>	<p>♣ gathering and recording data to help in answering questions.</p>	<p>♣ using their observations and ideas to suggest answers to questions</p>

Key Vocabulary – Unit Specific		Key Vocabulary – Scientific Enquiry	
<p>humans - human offspring, different stages, grow, adults, baby, toddler, child, teenager, elderly - describe</p> <p>humans - water, food, air, shelter, survive - describe</p> <p>healthy lifestyle - exercise, personal hygiene, quality sleep, balanced diet, food groups - describe</p> <p>unhealthy lifestyle – risks, dirt, germs, illness, obesity, tooth decay, mental health problems - describe</p>		<p>questions - what, why, how, who, when, which</p> <p>equipment - metre stick, measuring tape, hand lens, trundle wheels, ruler, timer</p> <p>measure, measurement, observe, observations</p> <p>test, instructions, prediction, method</p> <p>identify, sort, group, compare, classify, feature</p> <p>results, information, investigate, investigation, noticing patterns and relationships</p> <p>record, data, table, charts, Venn diagram, pictograms, drawings, explain</p>	
	Conceptual Learning Goals - Core Knowledge		Procedural Learning Goals - Skills
Substantive Knowledge	<p>a. Know that human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly.</p> <p>b. Know that humans need water, food, air and shelter to survive.</p> <p>c. Know that a healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet.</p> <p>d. Know that there are some risks associated with an unhealthy lifestyle, including obesity, tooth decay and mental health problems.</p>		<p>a. Know how to describe the stages of human development (baby, toddler, child, teenager, adult and elderly).</p> <p>b. Know how to describe what humans need to survive.</p> <p>c. Know how to describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene.</p> <p>d. Know how describe some risks associated with an unhealthy lifestyle, including obesity, tooth decay and mental health problems.</p>
Disciplinary Knowledge	<p>e. Know that questions can help us find out about the world.</p> <p>f. Know that simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.</p> <p>g. Know that tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.</p> <p>h. Know that objects, materials and living things can be looked at, compared and grouped according to their features.</p> <p>i. Know that results are information found out from an investigation and can be used to answer a question.</p> <p>j. Know that data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.</p>		<p>e. Know how to ask and answer scientific questions about the world around them.</p> <p>f. Know how to use simple equipment to measure and make observations.</p> <p>g. Know how to follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions</p> <p>h. Know how to observe living things and changes over time, sorting and grouping them based on their features and explaining their reasoning</p> <p>i. Begin to know how to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.</p> <p>j. Know how to use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.</p>

Scientific Enquiries:				
Observing changes Over a Period of Time	Noticing Patterns	Grouping and Classifying Things	Carrying out Simple Comparative Tests	Finding Things Out using Secondary Sources of Information
	Spreading germs investigation		Exercise challenge investigation Handwashing investigation Spreading germs investigation	What do you know about humans? What is the human life cycle? What do humans need to be healthy and stay alive to carry on the life cycle? Interpreting food diaries Bodily hygiene table
Assessment Criteria				
Disciplinary Knowledge and Skills using appropriate scientific language from the national curriculum: <ul style="list-style-type: none"> ask their own questions about what they notice use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: <ul style="list-style-type: none"> observing changes over time noticing patterns grouping and classifying things carrying out simple comparative tests finding things out using secondary sources of information communicate their ideas, what they do and what they find out in a variety of ways 			Substantiative Knowledge and Skills <ul style="list-style-type: none"> describe the importance of exercise, a balanced diet and hygiene for humans describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults 	
Resources				
<ul style="list-style-type: none"> Cooking oil Hand soap Paper towels 		<ul style="list-style-type: none"> Petroleum jelly Biodegradable, eco-friendly glitter in a variety of colours Sticky dots the same colour as the glitter 		