



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

**Science: Animals Including Humans
Progression of Skills and Milestones
Document**

EYFS: Animals, including humans

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows care and concern for living things and the environment. (30-50 months)
- Observes the effects of activity on their bodies. (30-50 months)

- Eats a healthy range of foodstuffs and understands need for variety in food. (40-60 months)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60 months)

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (Early Learning Goal)
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (Early Learning Goal)

Notes:

Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.

Provide play maps and small world equipment for children to create their own environments. Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.

Use the local area for exploring both the built and the natural environment, providing opportunities to observe things closely through a variety of means, including magnifiers and photographs.

Year 1: Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Notes:

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Key Vocabulary

Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves • Names of animals experienced first-hand from each vertebrate group • Parts of the body including those linked to PSHE teaching (see joint document produced by the ASE and PSHE Association) • Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

N.B. The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics.

The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat.

Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.

Common Misconceptions

Some children may think:

- only four-legged mammals, such as pets, are animals
- humans are not animals
- insects are not animals
- all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group
- amphibians and reptiles are the same.

| Activities | Possible Evidence |
|--|---|
| <ul style="list-style-type: none"> • Make first-hand, close observations of animals from each of the groups. • Compare two animals from the same or different groups. • Classify animals using a range of features. • Identify animals by matching them to named images. • Classify animals according to what they eat. • Make first-hand close observations of parts of the body e.g. hands, eyes. <ul style="list-style-type: none"> • Compare two people. • Take measurements of parts of their body. • Compare parts of their own body. • Look for patterns between people e.g. Do people with big hands have big feet? • Classify people according to their features. • Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match? <p><i>TAPS practical assessments to be used at the end of each unit.</i></p> | <ul style="list-style-type: none"> • Can name a range of animals which includes animals from each of the vertebrate groups • Can describe the key features of these named animals • Can label key features on a picture/diagram • Can write descriptively about an animal • Can write a What am I? riddle about an animal • Can describe what a range of animals eat • Can play and lead 'Simon says' • During PE lessons, can follow instructions involving parts of the body • Can label parts of the body on pictures and diagrams • Can explore objects using different senses • Can sort and group animals using similarities and differences • Can use simple charts etc. to identify unknown animals • Can create a drawing of an imaginary animal labelling its key features • Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc. • Can use first-hand close observations to make detailed drawings • Can name body parts correctly when talking about measurements and comparisons e.g. "My arm is x straws long." "My arm is x straws long and my leg is y straws long. My leg is longer than my arm." "We both have hands, but his are bigger than mine." "These people have brown eyes and these have blue." • Can talk about their findings from investigations using appropriate vocabulary e.g. "My fingers are much better at feeling than my toes" "We found that the crisps all taste the same." <i>'Concept Cartoons' and 'Exit Cards' to be used at the end of lessons to assess understanding.</i> |

Y1 Proof of Progress - Working Towards (Basic), Age Related (Advancing) and Greater Depth Expectations (Deep)

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Basic

Name some common animals.

Label animals as carnivore, herbivores or omnivore.

Advancing

Show how carnivores, herbivores and omnivores are similar and different.

Deep

True or false? (prove)
Carnivores are not hunted by other carnivores.

See an example on page 104

Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).

Basic

Name and label the structures of common animals.

Complete tables that compare the structures of common animals.

Advancing

Compare and contrast mammals with amphibians.



Deep

What evidence would you show to prove that a reptile could not be confused with a mammal?

See an example on page 104

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Basic

Label the main parts of the human body.

Illustrate the parts of the body associated with the five senses.

Advancing

Explain why the sense of touch may be important to a blind person.

Deep

Suggest some adjustments that could be made around school for a blind or deaf person.

See an example on page 110



Year 2: Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- 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 types of food, and hygiene

Notes:

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Vocabulary

Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)

Common Misconceptions

- Some children may think:
- an animal’s habitat is like its ‘home’
 - all animals that live in the sea are fish
 - respiration is breathing
 - breathing is respiration.

Activities

- Ask people questions and use secondary sources to find out about the life cycles of some animals.
- Observe animals growing over a period of time e.g. chicks, caterpillars, a baby.
- Ask questions of a parent about how they look after their baby.
- Ask pet owners questions about how they look after their pet.
- Explore the effect of exercise on their bodies.
- Classify food in a range of ways, including using the Eatwell Guide.
- Investigate washing hands, using glitter gel.

TAPS practical assessments to be used at the end of each unit.

Possible Evidence

- Can describe how animals, including humans, have offspring which grow into adults, using the appropriate names for the stages
- Can state the basic needs of animals, including humans, for survival
- Can state the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Can name foods in each section of the Eatwell Guide
- Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child
- Can measure/observe how animals, including humans, grow.
- Show what they know about looking after a baby/animal by creating a parenting/pet owners’ guide
- Explain how development and health might be affected by differing conditions and needs being met/not met

‘Concept Cartoons’ and ‘Exit Cards’ to be used at the end of lessons to assess understanding.

Y2 Proof of Progress - Working Towards (Basic), Age Related (Advancing) and Greater Depth Expectations (Deep)

Notice that animals, including humans, have offspring which grow into adults.

Basic

Name the offspring of animals and humans (e.g. babies for humans, puppies for dogs).

Match the offspring to the adult.

Advancing

Explain the main differences between adult animals and humans and their offspring.

Deep

Suggest some ways that an animal's offspring (including humans) are dependent, for some time, on adults.

See an example on page 115

Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).

Basic

List the basic needs of animals, including humans, for survival.

Advancing

Compare the types of food that different animals require.

Deep

Explain the concept of humans' need for clean water and why this is not so important for other animals.

See an example on page 115

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Basic

Describe a healthy diet.

Describe a healthy lifestyle.

Observe and describe the effect of exercise.

Advancing

Categorise food types and explain why each group is important to humans.

Deep

Create a weekly menu and exercise programme for someone your age.

See notes on page 115



End of Upper Key Stage 2 Age Related Expectations

| Milestone indicator | Basic | Advancing | Deep |
|---|--|--|--|
| Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. | <p>Name some common animals.</p> <p>Match the animals to the labels birds, fish, amphibian, reptile, mammal and invertebrate.</p> | <p>Point out and explain the main differences between birds, fish, amphibians, reptiles, mammals and invertebrates.</p> | <p>Create a guide to recognising different types of animals.</p> |
| Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | <p>Name some common animals.</p> <p>Label animals as carnivore, herbivores or omnivore.</p> | <p>Show how carnivores, herbivores and omnivores are similar and different.</p> | <p>True or false? (prove) Carnivores are not hunted by other carnivores.</p> |
| Describe and compare the structure of a variety of common animals. (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) | <p>Name and label the structures of common animals.</p> <p>Complete tables that compare the structures of common animals.</p> | <p>Compare and contrast mammals with amphibians.</p> | <p>What evidence would you show to prove that a reptile could not be confused with a mammal?</p> |
| 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>Label the main parts of the human body.</p> <p>Illustrate the parts of the body associated with the five senses.</p> | <p>Explain why the sense of touch may be important to a blind person.</p> | <p>Suggest some adjustments that could be made around school for a blind or deaf person.</p> |
| Notice that animals, including humans, have offspring which grow into adults. | <p>Name the offspring of animals and humans. (e.g. babies for humans, puppies for dogs)</p> <p>Match the offspring to the adult.</p> | <p>Explain the main differences between adult animals and humans and their offspring.</p> | <p>Suggest some ways that an animal's offspring (including humans) are dependent, for some time, on adults.</p> |
| Investigate and describe the basic needs of animals, including humans, for survival. (water, food and air) | <p>List the basic needs of animals, including humans, for survival.</p> | <p>Compare the types of food that different animals require.</p> | <p>Explain the concept of humans' need for clean water and why this is not so important for other animals.</p> |
| Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <p>Describe a healthy diet.</p> <p>Describe a healthy lifestyle.</p> <p>Observe and describe the effect of exercise.</p> | <p>Categorise food types and explain why each group is important to humans.</p> | <p>Create a weekly menu and exercise programme for someone your age.</p> |

Year 3: Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- 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 types of food, and hygiene

Notes:
Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out.

Key Vocabulary

Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints

Common Misconceptions

- Some children may think:
- certain whole food groups like fats are ‘bad’ for you
 - certain specific foods, like cheese are also ‘bad’ for you
 - diet and fruit drinks are ‘good’ for you
 - snakes are similar to worms, so they must also be invertebrates
 - invertebrates have no form of skeleton

Activities

- Classify food in a range of ways.
- Use food labels to explore the nutritional content of a range of food items.
- Use secondary sources to find out the types of food that contain the different nutrients.
- Use food labels to answer enquiry questions e.g. How much fat do different types of pizza contain? How much sugar is in soft drinks?
- Plan a daily diet to contain a good balance of nutrients.
- Explore the nutrients contained in fast food.
- Use secondary sources to research the parts and functions of the skeleton. • Investigate patterns asking questions such as:
 - Can people with longer legs run faster?
 - Can people with bigger hands catch a ball better?
- Compare, contrast and classify skeletons of different animals.

TAPS practical assessments to be used at the end of each unit.

Possible Evidence

- Can name the nutrients found in food
- Can state that to be healthy we need to eat the right types of food to give us the correct amount of these nutrients
- Can name some bones that make up their skeleton, giving examples that support, help them move or provide protection
- Can describe how muscles and joints help them to move
- Can classify food into those that are high or low in particular nutrients
- Can answer their questions about nutrients in food, based on their gathered evidence
- Can talk about the nutrient content of their daily plan • Use their data to look for patterns (or lack of them) when answering their enquiry question
- Can give similarities e.g. they all have joints to help the animal move, and differences between skeletons

‘Concept Cartoons’ and ‘Exit Cards’ to be used at the end of lessons to assess understanding.

Y3 Proof of Progress - Working Towards (Basic), Age Related (Advancing) and Greater Depth Expectations (Deep)

Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.

Basic

Name the seven different types of nutrition that humans (and named animals) need.

Describe a healthy fraction of the main nutrients for humans (and named animals).

Illustrate how humans (and named animals) get nutrition from the food they eat.

Name the (natural, i.e. not the shops!) sources of humans food.

Advancing

Compare and contrast how humans and flowering plants obtain their food.

Summarise the main nutritional differences between carbohydrates, fibres, fats, proteins and water.

Point out the effects of various vitamins and minerals on human health.

Deep

Investigate malnutrition.

True or false? some illnesses are caused by malnutrition.

Suggest a range of foods for someone suffering from a vitamin C deficiency.

Why might (suggest) children in countries affected by war become ill?

Give an example.

Recognise that living things can be grouped in a variety of ways.

Basic

Name groups of animals (and plants).

Describe the features of animals (and plants) in particular groups.

Match animals (and plants) to groups.

Advancing

Compare and contrast the features of animals (and plants) in different groups.

Summarise the key similarities and differences of animals (and plants) in different groups.

Explain how you have chosen the key similarities and differences to summarise.

Deep

Are there any ways in which you could classify animals (and plants) so that they may be in more than one group? (**suggest, reason, propose, arrange**)



Year 4: Animals, including humans

- 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

Notes:

Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Key Vocabulary

Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

Common Misconceptions

- Some children may think:
- arrows in a food chains mean 'eats'
 - the death of one of the parts of a food chain or web has no, or limited, consequences on the rest of the chain
 - there is always plenty of food for wild animals
 - your stomach is where your belly button is
 - food is digested only in the stomach
 - when you have a meal, your food goes down one tube and your drink down another
 - the food you eat becomes "poo" and the drink becomes "wee".

Activities

- Research the function of the parts of the digestive system.
- Create a model of the digestive system using household objects.
- Explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding (chewing).
- Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls.
- Use food chains to identify producers, predators and prey within a habitat.
- Use secondary sources to identify animals in a habitat and find out what they eat.

TAPS practical assessments to be used at the end of each unit.

Possible Evidence

- Can sequence the main parts of the digestive system
- Can draw the main parts of the digestive system onto a human outline
- Can describe what happens in each part of the digestive system
- Can point to the three different types of teeth in their mouth and talk about their shape and what they are used for
- Can name producers, predators and prey within a habitat
- Can construct food chains
- Can sequence the main parts of the digestive system
- Can draw the main parts of the digestive system onto a human outline
- Can describe what happens in each part of the digestive system
- Can point to the three different types of teeth in their mouth and talk about their shape and what they are used for
- Can name producers, predators and prey within a habitat
- Can construct food chains

'Concept Cartoons' and 'Exit Cards' to be used at the end of lessons to assess understanding.

Y4 Proof of Progress - Working Towards (Basic), Age Related (Advancing) and Greater Depth Expectations (Deep)

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Basic

Name producers, predators and prey in a food chain.

Describe producers, predators and prey as herbivores, carnivores or omnivores.

Describe energy flow in a food chain.

Draw a food chain involving a mouse.

Advancing

Identify patterns in the flow of energy in a food chain.

Demonstrate how food chains always begin with sunlight.

Explain how water is essential in a food chain.

Deep

Suggest reasons why a growth in sparrow hawks might lead to a reduction in songbirds and too many insects, snails and slugs in gardens.

How are predators affected by changes in the natural environment? (**generalise**)



See an example on page 171



See an example on page 171

Explore and use classification keys.

Basic

Complete a classification key from a list of animals (and plants).

Advancing

Identify animals (and plants) using a classification key (**apply**).

Adapt a classification key to include different criteria.

Deep

Construct classification keys for animals (and plants).

See an example on page 181

Describe the simple functions of the basic parts of the digestive system in humans.

Basic

Label the parts of the human digestive system.

Describe the functions of the human digestive system.

Advancing

Relate the human digestive system to the way humans get nutrition.

Contrast this with how plants get nutrition.

Deep

Suggest reasons why humans may suffer from digestion problems.

See an example on page 173

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Basic

Label the main bones and joints in the human skeleton (and that of some animals).

Name the main muscles in the human body (and some animals).

Describe the role of the skeleton and muscles in support, protection and movement.

Observe and describe the role of muscles in human movement.

Advancing

Categorise muscle movement as relaxing or contracting.

Explain the relationship between the muscle groups as they relax and contract.

Deep

Recommend exercises that use each main muscle group in the human body.

See an example on page 177



Identify the different types of teeth in humans and their simple functions.

Basic

Label the types of adult human teeth.

Describe the functions of the different types of teeth.

Describe good care of teeth.

Advancing

Compare and contrast human teeth with those of a carnivorous animal.



Deep

Cite evidence of how diet is linked to the health of human teeth.

See an example on page 179

End of Lower Key Stage 2 Age Related Expectations

| Milestone indicator | Basic | Advancing | Deep |
|---|---|--|---|
| Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. | <p>Name the seven different types of nutrition that humans (and named animals) need.</p> <p>Describe a healthy fraction of the main nutrients for humans (and named animals).</p> <p>Illustrate how humans (and named animals) get nutrition from the food they eat.</p> <p>Name the (natural, i.e. not the shops!) sources of humans food.</p> | <p>Compare and contrast how humans and flowering plants obtain their food.</p> <p>Summarise the main nutritional differences between carbohydrates, fibres, fats, proteins and water.</p> <p>Point out the effects of various vitamins and minerals on human health.</p> | <p>Investigate malnutrition.</p> <p>True or false? some illnesses are caused by malnutrition.</p> <p>Suggest a range of foods for someone suffering from a vitamin C deficiency?</p> <p>Why might (suggest) children in countries affected by war become ill?</p> |
| Construct and interpret a variety of food chains, identifying producers, predators and prey. | <p>Name producers, predators and prey in a food chain.</p> <p>Describe producers, predators and prey as herbivores, carnivores or omnivores.</p> <p>Describe energy flow in a food chain.</p> <p>Draw a food chain involving a mouse.</p> | <p>Identify patterns in the flow of energy in a food chain.</p> <p>Demonstrate how food chains always begin with sunlight.</p> <p>Explain how water is essential in a food chain.</p> | <p>Suggest reasons why a growth in sparrow hawks might lead to a reduction in songbirds and too many insects, snails and slugs in gardens.</p> <p>How are predators affected by changes in the natural environment? (Generalise)</p> |
| Identify that humans and some animals have skeletons and muscles for support, protection and movement. | <p>Label the main bones and joints in the human (and some animals) skeleton.</p> <p>Name the main muscles in the human (and some animals) body.</p> <p>Describe the role of the skeleton and muscles in support, protection and movement.</p> <p>Observe and describe the role of muscles in human movement.</p> | <p>Categorise muscle movement as relaxing or contracting.</p> <p>Explain the relationship between muscle groups as they relax and contract.</p> | <p>Recommend exercises that use each main muscle group in the human body.</p> |
| Describe the simple functions of the basic parts of the digestive system in humans. | <p>Label the parts of the human digestive system.</p> <p>Describe the functions of the human digestive system.</p> | <p>Relate the human digestive system to the way humans get nutrition.</p> <p>Contrast this with how plants get nutrition.</p> | <p>Suggest reasons why humans may suffer from digestion problems.</p> |
| Identify the different types of teeth in humans and their simple functions. | <p>Label the types of adult human teeth.</p> <p>Describe the functions of the different types of teeth.</p> <p>Describe good care of teeth.</p> | <p>Compare and contrast human teeth with those of a carnivore animal.</p> | <p>Cite evidence of how diet is linked to the health of human teeth.</p> |

Year 5: Animals, including humans

- describe the changes as humans develop to old age

Notes:

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Key Vocabulary

Puberty – the vocabulary to describe sexual characteristics

Common Misconceptions

Some children may think:

- a baby grows in a mother’s tummy
- a baby is “made”.

Activities

This unit is likely to be taught through direct instruction due to its sensitive nature, although children can carry out a research enquiry by asking an expert e.g. school nurse to provide answers to questions that have been filtered by the teacher

TAPS practical assessments to be used at the end of each unit.

Possible Evidence

- Can explain the changes that takes place in boys and girls during puberty
- Can explain how a baby changes physically as it grows, and also what it is able to do
- Can present information about the changes occurring during puberty as an information leaflet for other Y5 children or answers to ‘problem page questions

‘Concept Cartoons’ and ‘Exit Cards’ to be used at the end of lessons to assess understanding.

Y5 Proof of Progress - Working Towards (Basic), Age Related (Advancing) and Greater Depth Expectations (Deep)

Describe the changes as humans develop to old age.

Basic

Describe the main changes in the human body from childhood to adulthood to old age.

What are the physical signs of humans ageing? (describe)



Advancing

Compare and contrast the physical appearance of children and adults.

Graph changes in average heights of males and females at different ages. Summarise your findings.

Deep

Interpret data about normal blood pressure in children and adults and draw some conclusions.

Make generalisations about the relationship between age and changes in humans.*

See resource page

Year 6: Animals, including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- 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

Notes:

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Key Vocabulary

Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle

Common Misconceptions

- Some children may think:
- your heart is on the left side of your chest
 - the heart makes blood • the blood travels in one loop from the heart to the lungs and around the body
 - when we exercise, our heart beats faster to work the muscles more
 - some blood in our bodies is blue and some blood is red
 - we just eat food for energy
 - all fat is bad for you
 - all dairy is good for you
 - protein is good for you, so you can eat as much as you want
 - foods only contain fat if you can see it
 - all drugs are bad for you.

Activities

- Create a role play model for the circulatory system.
- Carry out a range of pulse rate investigations:
- fair test – effect of different activities on my pulse rate
- pattern seeking – exploring which groups of people may have higher or lower resting pulse rates
- observation over time - how long does it take my pulse rate to return to my resting pulse rate (recovery rate)
- pattern seeking – exploring recovery rate for different groups of people.

Possible Evidence

- Can draw a diagram of the circulatory system and label the parts and annotate it to show what the parts do
- Produces a piece of writing that demonstrates the key knowledge e.g. explanation text, job description of the heart
- Use the role play model to explain the main parts of the circulatory system and their role
- Can use subject knowledge about the heart whilst writing conclusions for investigations
- Can explain both the positive and negative effects of diet, exercise, drugs and lifestyle on the body

- Research the negative effects of drugs (e.g. tobacco) and the benefits of a healthy diet and regular exercise by asking an expert or using carefully selected secondary sources.

- Present information e.g. in a health leaflet describing impact of drugs and lifestyle on the body

TAPS practical assessments to be used at the end of each unit.

'Concept Cartoons' and 'Exit Cards' to be used at the end of lessons to assess understanding.

Y6 Proof of Progress - Working Towards (Basic), Age Related (Advancing) and Greater Depth Expectations (Deep)

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Basic

Draw and label diagrams of the human circulatory system.

Describe the functions of the heart, blood vessels and blood.

Advancing

Contrast the different roles of veins and arteries in the human circulatory system.

Explain the different functions of the parts of the human heart.

Deep

Discover information about human blood pressure.

Relate information about blood pressure to diet and lifestyle.

Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.

Basic

Read and answer questions about the importance of diet and exercise.

Observe and record the effect of exercise on the heartbeat.

Describe a healthy, balanced diet.

Describe some of the possible effects of poor exercise, drug misuse (including smoking) and poor diet on the way the human body functions.

Advancing

Graph the effect of exercise on pulse rate.

Explain your findings.

Explain the possible effects of too much sugar in the diet on how the human body functions.

Deep

Discover how coronary arteries may become blocked and cause heart attacks.

Argue this statement: You are what you eat.

Diet is 80 per cent of your fitness regime and exercise 20. Do you agree?

Describe the ways in which nutrients and water are transported within animals, including humans.

Basic

Name some nutrients that are important for humans.

Describe how nutrients are important for animals and humans.

Draw diagrams that show how arteries and veins are connected by capillaries.

Describe how water and nutrients pass from the arteries, through capillaries, to veins.

Advancing

Explain the similarities and differences between arteries, veins and capillaries.

Explain why, in humans, capillaries are vital for the transportation of water and nutrients.

Explain why the transportation of water and nutrients in humans is important for:

- joints
- mucus membranes
- blood
- removing toxins.

Deep

Relate the transportation of water in humans and animals to your knowledge of plants.



Use an example of page 98.

End of Upper Key Stage 2 Age Related Expectations

| Milestone indicator | Basic | Advancing | Deep |
|---|--|---|--|
| Describe the changes as humans develop to old age. | <p>Describe the main changes in the human body from a child to an adult to old age.</p> <p>What are (describe) the physical signs of humans ageing?</p> | <p>Compare and contrast the physical appearance of children and adults.</p> <p>Graph changes in average heights of males and females at different ages. Summarise your findings.</p> | <p>Interpret data about normal blood pressure in children and adults and draw some conclusions.</p> <p>Make generalisations between the relationship between age and changes in humans.</p> <p>(emphasising continuous variables noted by the use of comparative degrees ending in er e.g. the younger the person the smaller their size)</p> |
| Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. | <p>Draw and label diagrams of the human circulatory system.</p> <p>Describe the functions of the heart, blood vessels and blood.</p> | <p>Contrast the different roles of veins and arteries in the human circulatory system.</p> <p>Explain the different functions of the parts of the human heart.</p> | <p>Discover information about human blood pressure.</p> <p>Relate information about blood pressure to diet and lifestyle.</p> |
| Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. | <p>Read and answer questions about the importance of diet and exercise.</p> <p>Observe and record the effect of exercise on heartbeat.</p> <p>Describe a healthy, balanced diet.</p> <p>Describe some of the possible effects of poor exercise, drug misuse (including smoking) and poor diet on the way the human body functions.</p> | <p>Graph the effect of exercise on pulse rate.</p> <p>Explain your findings.</p> <p>Explain the possible effects of too much sugar in ones diet on how the human body functions.</p> | <p>Discover how coronary arteries may become blocked and cause heart attacks.</p> <p>Argue this statement: You are what you eat.</p> <p>Do you agree: diet is eighty per cent of your fitness regime and exercise twenty?</p> |
| Describe the ways in which nutrients and water are transported within animals, including humans. | <p>Name some nutrients that are important for humans.</p> <p>Describe how nutrients are important for animals and humans.</p> <p>Draw diagrams that show how arteries and veins are connected by capillaries.</p> <p>Describe how water and nutrients pass from the arteries, through capillaries, to veins.</p> | <p>Explain the similarities and differences between arteries, veins and capillaries.</p> <p>Explain why, in humans, capillaries are vital for the transportation of water and nutrients.</p> <p>Explain why the transportation of water and nutrients in humans is important for:</p> <ul style="list-style-type: none"> • joints • mucus membranes • blood • removing toxins. | <p>Relate the transportation of water in humans and animals to your knowledge of plants.</p> |