Science Progression Framework: Animals including Humans (Year 1 – Year 6)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals					
N.B It is recommended that the statutory requirements for this topic are not split into two separate units i.e. teach that humans are animals alongside exploring a range of animals (e.g. animals kept as pets or found on a farm or at the zoo). Chn can point to common animals in the school grounds (inc. pond) or local area e.g. Frog, fish, blackbird, seagull, hedgehog, squirrel. Chn can point to common amphibians, reptiles and mammals from images or during a visit/visitor e.g. Lizard, snake, turtle.					

Identify and name a variety of common animals that are carnivores, herbivores and omnivores					
Chn to understand that not all animals eat the same type of food. Chn to define and use the scientific words: carnivores, herbivores and omnivores when discussing what type of food different common animals eat.					

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)		**Identify that humans and some other animals have skeletons and muscles for support, protection and movement.**			
Chn to understand that common animals do not have the same structure. Chn to label the structure of a range of animals including a range of features e.g. eyes, ears, legs, wings, fins, tail, claws, fur, beak, horns, mane		Chn to understand that humans have the same skeletal and muscular structure. Chn to name and label the main bones in a human skeleton: skull, jaw, spine, arm (humerus, radius and ulna), ribs, pelvis, leg (femur, tibia and fibula). Chn to understand that some animals have a skeletal structure which may differ from a human skeleton and identify and label which bones they have in common/or different bones. Chn to understand and describe why humans and some animals have skeletons and muscles.			

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.			**Identify the different types of teeth in humans and their simple functions** **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 explain the functions of the heart, blood vessels and blood**
Chn to understand that humans have five basic senses: sight, hearing, smell, taste and touch and that our senses help us to understand the world around us by sending messages to our brain and can also warn us of danger. Chn to recognise, name, draw and label the basic parts of the human body including: head, neck, arms, elbows, arms, hands, fingers, legs, knees, feet, toes, ears, eyes, mouth. Chn to know the body parts associated with our senses; that the eye is an organ that we use to see; to know that sounds travel through our ears to send messages to our brain; that our; our hands touch; mouths taste and our nose is responsible for our sense of smell			Chn to name and label the different teeth that humans have inc: molars, incisors and canine. Chn to describe how different teeth look, why they are different and what they are used for. Chn to develop their understanding of the simple functions of the human digestive system inc: mouth; oesophagus; stomach; small intestine; large intestine; anus.		Chn to understand that the human circulatory system is composed of 2 parts - the systemic circulation and the pulmonary circulation. Chn to recognise, name and label the main parts of the human circulatory system; the heart, lungs, and arteries, veins, blood vessels. Chn to develop their understanding of the functions of the heart, blood vessels and blood

	Notice that animals, including humans, have offspring which grow into adults			**Describe the changes as humans develop to old age.** **N.B. this could be taught together with the topic Year 5: Living things and their habitats which looks at lifecycles and reproduction.**	
	Chn to understand that all living creatures are born, grow, reproduce and change over time. Chn to understand that humans learn many things as they grow up; how to talk, walk, swim and make important choices in their life.			Chn to understand that there are six stages in the human life cycle: foetus, baby, childhood, adolescence, adulthood and old age and describe each stage.	

	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) **N.B strong link to Y2 biology 'Living things and their habitats'-living, dead, never been alive.**				
	Chn to research and understand the importance of water, food and air to ensure healthy animal (inc. humnas) growth and survival.				

	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**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** **N.B. speak to Y2 teachers to avoid repetition.**			**Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function** **N.B. speak to Y2 and Y3 teachers to avoid repetition.**
	Chn to understand and discuss how important it is for humans to eat a balanced diet, exercise regularly and maintain good hygiene (hand washing and teeth brushing). Chn to name and identify food in each of the five food groups: (1) fruit and vegetables; (2) bread, rice, potatoes, cereal and pasta; (3) milk and dairy (4) meat, fish, eggs and beans; (5) food and drink high in fat/sugar.	Chn to explore the nutritional content of food and how humans obtain nutrition from the food they eat Chn to understand the nutrition value in food from each food group			Chn to explain how diet and exercise affect body weight and can have other negative/positive impacts on our body. Chn to identify the effects of smoking drugs on the human body.

			Construct and interpret a variety of food chains, identifying producers, predators and prey. **N.B. prior learning from Y2 'Living Things and their Habitats'**		
			Chn to understand and define producers, predators and prey. Chn to research and identify a range of producers, predators and prey. Chn to produce a food chain containing at least one producer, predator and prey.		

					Describe the ways in which nutrients and water are transported within animals, including humans **N.B It might be a good opportunity to recap the digestive system from Y4, in particular the small intestine**
					Chn to observe how water and nutrients is transported from food, milk, fruit juice and water to animals and humans Chn to understand that transporting nutrients and water to the cells of your body is the job of the circulatory system (blood) and describe this process.