

Progression in Biological understanding

The world is full of wonders but they become more wonderful not less wonderful when the science looks at them – David Attenborough

Year	Skills
FS2	<ul style="list-style-type: none"> • (22-36 months) Noticing detailed features of objects in the environment. • (22-36 months) Playing with small world models such as farms and zoos. • (30-50 months) Commenting and asking questions about their familiar world (where they live and the natural world). • (30-50 months) Talking about plants and animals. • (30-50 months) Developing understanding of growth, decay and changes over time (identifying changes from birth and changes since starting school). • (30-50 months) Showing care and concern for the living environment. • (40-60 months) Observing similarities, differences, patterns and changes. <p>EARLY LEARNING GOAL:</p> <ul style="list-style-type: none"> • Identifying similarities and differences in relation to living things. • Observing change in living things and explaining reasons for change. • Talking about their known environments (home, school, parks, farms and woodlands) and make simple comparisons.
KS1	<p>Plants</p> <ul style="list-style-type: none"> • Identifying and naming a variety wild and garden plants (including deciduous and evergreen trees). • Identifying and describing the basic structure of a variety of common flowering (including trees) • Observing how seeds and bulbs grow into mature plants. • Finding out how plants need water, light and suitable temperature to grow and stay healthy. <p>Animals including humans</p> <ul style="list-style-type: none"> • Identifying and naming a variety of common animals including fish, amphibian, reptiles, birds and mammals. • Identifying and naming a variety of common animals that are carnivores, omnivores and herbivores. • Describing and comparing the structure of a variety of common animals: fish, amphibian, reptiles, birds and mammals (including pets). • Identifying, naming, drawing and labelling the basic parts of the human body and say which part of the body is associated with each sense. • Noticing animals, including humans, have offspring which grow into adults. • Describing the basic needs of animals: water, food and air. • Describing the importance for exercise, eating the right amount of different types of food and hygiene. <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Exploring and comparing the differences between things that are living, dead and things that have never been alive. • Identifying 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. • Explaining how animals and plants depend on each other. • Identifying and naming a variety of animals and plants in their habitats including micro-habitats (min-beast hotels). • Describing how animals obtain their food from other animals and plants, using the idea of a simple food chain. • Identifying and naming different sources of food.
LKS2	<p>Plants</p> <ul style="list-style-type: none"> • Identifying and describing the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

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	<ul style="list-style-type: none">• Exploring the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.• Investigating the way in which water is transported within plants.• Exploring the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals including humans</p> <ul style="list-style-type: none">• Identifying 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.• Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.• Describing a simple function of the basic parts of the digestive system in humans.• Identifying different types of teeth in humans and their simple functions.• Constructing and interpreting a variety of food chains; identifying producers, predators and prey. <p>Living things and their habitats</p> <ul style="list-style-type: none">• Recognising that living things can be grouped in a variety of ways.• Exploring and use classification keys to help group, identify and name a variety of living things in their local and wider environment.• Recognising that environments can change and that this can sometimes pose dangers to living things.
UKS2	<p>Plants</p> <ul style="list-style-type: none">• Describing the life process of reproduction in plants.• Describing how plants are classified into broad groups according to common observable characteristics and based on similarities and differences.• Giving reasons for classifying plants based on specific characteristics. <p>Animals including humans</p> <ul style="list-style-type: none">• Describing differences in life cycles of a mammal, amphibian, insect and bird.• Describing the life processes and reproduction in some animals.• Describing changes as humans develop into old age.• Identifying and naming the main parts of the human circulatory system and describing the functions of the heart, blood vessels and blood.• Recognising the impact of diet, exercise, drugs and life-style on the way their bodies function.• Describing the ways which nutrients and water are transported within animals. <p>Living things and their habitats</p> <ul style="list-style-type: none">• Describing how living things are classified into broad groups according to common observable characteristic and based on similarities and differences, including micro-organisms and animals.• Giving reasons for classifying animals based on specific characteristics. <p>Evolution and Inheritance</p> <ul style="list-style-type: none">• Recognising that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.• Recognising living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.• Identifying how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.