

ANIMALS INCLUDING HUMANS – YEAR 6 Circulatory System

Year 1/2			Year 3		Year 4	Year 5/6	
<p>Y1</p> <ul style="list-style-type: none"> 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. <p>Y2</p> <ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 		<ul style="list-style-type: none"> 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. 	<p>Y5</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) <p>Y6</p> <ul style="list-style-type: none"> 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. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats) 	
<p>names of common animals</p> <p>names of common animals (eat other animals)</p> <p>names of common animals (eat plants)</p> <p>names of common animals (eat plants and animals)</p> <p>wild animals</p> <p>pets</p> <p>body</p> <p>head</p> <p>neck</p> <p>arms</p> <p>elbows</p> <p>legs</p> <p>knees</p> <p>face</p> <p>ears</p> <p>eyes</p> <p>eyebrows</p> <p>eyelashes</p> <p>nose</p> <p>hair</p> <p>mouth</p> <p>teeth</p> <p>tongue</p> <p>feet</p> <p>Adult vocb: fish, amphibians</p> <p>Reptiles, birds., mammals, carnivores, herbivores, omnivores</p>	<p>toes</p> <p>fingers</p> <p>nails</p> <p>ankle</p> <p>calf</p> <p>thigh</p> <p>hips</p> <p>waist</p> <p>trunk</p> <p>chest</p> <p>shoulders</p> <p>back</p> <p>hands</p> <p>wrist</p> <p>tail</p> <p>wing</p> <p>claw</p> <p>fin</p> <p>scales</p> <p>feathers</p> <p>fur</p> <p>beak</p> <p>senses</p> <p>hear/hearing</p> <p>see/seeing</p> <p>touch/touching</p> <p>smell/smelling</p> <p>taste/tasting</p> <p>rough/smooth</p> <p>bright/dim</p> <p>loud/quiet</p> <p>high/low</p> <p>Repeating-continuous (sound)</p>	<p>offspring</p> <p>young</p> <p>grow</p> <p>change</p> <p>adults</p> <p>older/younger</p> <p>baby/toddler/child</p> <p>/</p> <p>teenager</p> <p>basic needs</p> <p>water</p> <p>food</p> <p>air</p> <p>breathing</p> <p>survival</p> <p>exercise</p> <p>food types</p> <p>fruit and vegetable</p> <p>bread, rice, potato,</p> <p>pasta</p> <p>milk and dairy</p> <p>foods high in fat or</p> <p>sugar</p> <p>meat, fish, egg,</p> <p>beans</p> <p>hygiene</p> <p>clean</p> <p>wash</p> <p>healthy</p> <p>medicine</p> <p>drugs</p> <p>Will be introduced to nutrition and nutrients in year 3 so avoid protein, carbohydrates etc</p>	<p>nutrition</p> <p>nutrients</p> <p>food types</p> <p>fruit and vegetable</p> <p>bread, rice, potato,</p> <p>pasta</p> <p>milk and dairy foods</p> <p>foods high in fat or</p> <p>sugar</p> <p>meat, fish, egg, beans</p> <p>carbodrates</p> <p>protein</p> <p>vitamins and mineral</p> <p>fat</p> <p>dietry fibre</p> <p>water</p> <p>balanced diet</p>	<p>skeleton</p> <p>muscles</p> <p>support</p> <p>protection</p> <p>movement</p> <p>skull</p> <p>ribs</p> <p>spine/vertebra</p> <p>joints</p> <p>sockets</p> <p>bones</p> <p>tendons</p> <p>vertebrate/invertebrate</p>	<p>digestive system</p> <p>nutrition</p> <p>nutrients</p> <p>mouth</p> <p>teeth</p> <p>canines</p> <p>incisor</p> <p>molar</p> <p>pre-molar</p> <p>saliva</p> <p>tongue</p> <p>rip, tear, chew, grind, cut</p> <p>oesophagus (gullet)</p> <p>stomach</p> <p>small intestine</p> <p>large intestine</p> <p>rectum</p> <p>anus</p> <p>carnivore</p> <p>herbivore</p> <p>ominvore</p> <p>producer</p> <p>consumer</p> <p>predator</p> <p>prey</p> <p>food chain</p>	<p>circulatory system</p> <p>heart</p> <p>blood</p> <p>blood vessels</p> <p>pumps</p> <p>oxygen</p> <p>carbon dioxide</p> <p>lungs</p> <p>nutrients</p> <p>water</p> <p>diet</p> <p>exercise</p> <p>drugs</p> <p>lifestyle</p>	



LIGHT– YEAR 6

Year 3

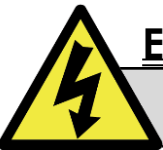
Year 6

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

light
light source
names of light sources e.g. torch
dark/darkness
reflect
reflective
mirror
shadow
block
direct/ direction
transparent
opaque
translucent

light
light source
names of light sources e.g. torch
dark/darkness
reflect
reflective
mirror
shadow
block
direct/ direction
transparent
opaque
translucent
light rays
straight lines
absorb



ELECTRICITY – YEAR 6

Year 4

Year 6

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram

electricity
appliances/device
mains
plug
electrical circuit
complete circuit
circuit diagram
circuit symbol
components
cell
battery
positive/negative
connect/connection
loose connection

short circuit
wire
crocodile clip
bulb
bright/dim
switch
buzzer
motor
fast(er)/slow(er)
conductor
insulator
metal/non metal

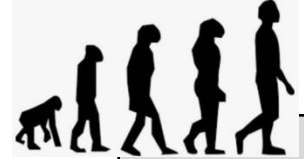
electricity
appliances/device
electrical circuit
complete circuit
circuit diagram
circuit symbol
components
cell
battery
positive/negative
terminal
connect/connection
loose connection
short circuit

wire
crocodile clip
bulb
bright/dim
switch
buzzer
volume
motor
fast(er)/slow(er)
conductor
insulator
metal/non metal
voltage
current
resistance

Living Things & Their Habitats – YEAR 6

Year 2		Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify 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, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans) 		<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans) 	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
living dead never been alive move grow feed Have offspring, young, babies name local habitats e.g. a pond e.g. a woodland e.g. a meadow	name micro-habitats e.g. under log e.g. on stony path e.g. under bushes damp/wet/dry dark/light hot/warm/cool/cold use comparatives e.g. hotter suited/suitable basic needs depend food food chain	classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrates name some invertebrates human impact name positive human impact name negative human impact	life cycle Reproduction sexual asexual germination pollination seed formation seed dispersal pollen stamen stigma plantlets e.g. spider plant runners e.g. strawberry plant mammal amphibian insect bird fish reptile	eggs live young organism micro-organisms fungus mushrooms classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrates name some invertebrates arachnid mollusc insect crustacean

EVOLUTION & INHERITANCE– YEAR 6



Year 2-4

Year 6

Year 2

- Identify 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, and how they depend on each other. (Y2 - Living things and their habitats)

Year 3

- Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)

Year 4

- Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

evolution
suited/suitable
environment
suited
adapted/adaptation
offspring
characteristics
vary/variation
inherit/inheritance
fossils