

Notice that animals & humans have offspring that grow.

Match parents to offspring including human babies & animals where parents & offspring looks similar as well as dissimilar. Sort pictures of humans at key stages of development & identify some changes in capabilities at the different stages. Demonstrate an awareness of the life cycles of a wider range of animals (butterfly, dragonfly, frog).

Basic needs for survival

Pupils learn that all animals have similar basic needs for water, food & air, although the types & amounts of food that they eat & amounts of water drunk vary considerably, e.g. Investigate the dietary needs of an elephant, camel & mouse. Discuss familiar examples e.g. looking after pets. Pupils identify & explain the signals they experience when feeling thirsty, hungry or out of breath. Pupils can discuss health implications of a lack of food, water or air. Pupils can see why humans eat different types & amounts of food at different stages of development.

Describe & compare the structure of a variety of common animals.

Pupils can describe all common chordate animals as having an internal skeleton of bones covered by flesh with visible organs, eyes, ears, nose, tongue etc. Pupils can correctly describe mammals & birds as warm blooded covered with fur & feathers, and fish, reptiles & amphibians as cold blooded; fish as having scales, reptiles & amphibians as having rough or smooth skin.

Exercise, Diet & Hygiene.

Explain the importance of taking enough exercise & the consequences of not doing so on health. Know that the heart is the major organ & perform simple tests to discover that its pumping action can be heard or felt as a pulse. Learn about different food groups & find out what the role of those food groups is for keeping the body healthy. Group food types into carbohydrates, proteins, vitamins & minerals. Learn about hygiene in relation to food preparation & eating, and the importance of hand washing after using the toilet.

Science Autumn 2017 EYFS & KS1

Working scientifically

Be curious & ask questions about what they notice. Use different types of scientific enquiry to gather & record data. Use simple scientific language to talk about what they have found out & communicate their ideas to others in a range of ways.

Seasonal Changes

Observe, describe & record the changes across the seasons. Observe & describe weather associated with the seasons & how day length varies. Display what happens in the world around them as the seasons change.

Animals including Humans

Name & locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet & hygiene for humans. Describe the basic needs for of animals for survival & the main changes as young animals, including humans, grow into adults. Describe & compare the observable features of animals from a range of groups. Group animals according to what they eat, describe how animals get their food from other animals and/or plants & use simple food chains to describe these relationships.

Seasonal Changes

Make regular observations & recordings for Autumn. Describe weather, temperature, day length, animal & plant behaviour, in particular the Apple tree. What regular seasonal festivals do we celebrate and why? What does Harvest mean for Humans & animals?

Name & locate parts of the human body, including those related to the senses.

Pupils can identify their: head, neck, shoulders, arms, elbows, wrist, fingers, chest, abdomen, legs, thighs, knees, shins, feet, toes. Pupils can associate the body part with one of the senses i.e. tongue-taste, nose-smell, ears-hearing, eyes-sight, skin-touch. **Progression** - *Pupils can identify parts with prompting. *Pupils can identify most body parts selecting correct labels to pictures etc. *Pupils can identify all body parts accurately drawing & labelling pictures and/or diagrams associating the correct parts with one or more of the five senses.