



Autumn 1 & 2		
Animals Including Humans – Classification of Animals		
KS1	Year 1	Year 2
	<p>L1: What are the different groups that animals can be classified into? L2: What is an amphibian? L3: What is a mammal? L4: What is a reptile? L5: What is a bird? L6: What is an insect? L7: What is a fish? L8: What are the different diets that animals can have? L9: What are the main parts of the human body? L10: What are the five senses and what do they do? (sight / hearing) L11: What are the five senses and what do they do? (smell / taste) L12: What are the five senses and what do they do? (touch)</p>	<p>L1: What are the different groups that animals can be classified into? L2: What is an amphibian? L3: What is a mammal? L4: What is a reptile? L5: What is a bird? L6: What is an insect? L7: What is a fish? L8: What are the different diets that animals can have? L9: What are the main parts of the human body? L10: What are the five senses and what do they do? (sight / hearing) L11: What are the five senses and what do they do? (smell / taste) L12: What are the five senses and what do they do? (touch)</p>
Key Concepts to assess	<p>L1: Children know that vertebrates are divided into five groups and can name these five groups. (fish, amphibians, reptiles, birds, mammals) and that insects form another group. Children can sort and classify animals into the six groups. L2: Children know what an amphibian is. Children can name some features of amphibians. Children can name some examples of amphibians. L3: Children know what a mammal is. Children can name some features of mammals. Children can name some examples of mammals. L4: Children know what a reptile is. Children can name some features of reptiles. Children can name some examples of reptiles. L5: Children know what a bird is. Children can name some features of birds. Children can name some examples of birds. L6: Children know what an insect is. Children can name some features of insects. Children can name some examples of insects. L7: Children know what a fish is. Children can name some features of fish. Children can name some examples of fish. L8: Children know that different animals have different diets. Children can name carnivore, herbivore and omnivore and know what each one means. L9: Children can identify and name and basic parts of the human body. L10: Children know humans have five senses and can name the body part associate with each sense. Children can explore the sense of sight and hearing. L11: Children know humans have five senses and can name the body part associate with each sense. Children can explore the senses of smell and taste. L12: Children know humans have five senses and can name the body part associate with each sense. Children can explore the senses of touch.</p>	<p>L1: Children know that vertebrates are divided into five groups and can name these five groups (fish, amphibians, reptiles, birds, mammals) and insects from another group. Children can sort and classify animals into the six groups and explain their work. Children can talk about aspects of the animals that helped them to decide how to sort them. L2: Children know what an amphibian is and can name the features of amphibians. Children can name some examples of amphibians and can say how they know it is an amphibian and not for example a reptile). L3: Children know what a mammal is and can name the features of mammals. Children can name some examples of mammals and can say how they know it is a mammal and not for example a reptile). L4: Children know what a reptile is and can name the features of reptiles. Children can name some examples of reptiles and can say how they know it is a reptile and not for example an amphibian). L5: Children know what a bird is and can name the features of birds. Children can name some examples of birds and can say how they know it is a bird and not for example a mammal). L6: Children know what an insect is and can name the features of insects. Children can name some examples of insects and can say how they know it is an insect and not for example a mammal). L7: Children know what a fish is and can name the features of fish. Children can name some examples of fish and can say how they know it is a fish and not for example a mammal). L8: Children know that different animals have different diets. Children can name carnivore, herbivore and omnivore and know what each one means. They can sort animals according to their diets and can recognise some features of the animals structure that gives us clues about their diet. L9: Children can identify, label and name and basic parts of the human body. The can say what each part is used for. L10: Children know humans have five senses and can name the body part associate with each sense. Children can explore the sense of sight and hearing and record what they find out in a scientific way. L11: Children know humans have five senses and can name the body part associate with each sense. Children can explore the senses of smell and taste and record their findings in a scientific way. L12: Children know humans have five senses and can name the body part associate with each sense. Children can explore the sense of touch and record their findings in a scientific way</p>



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Vocabulary	Mammals, birds, fish, reptiles, amphibians, carnivore, omnivore, herbivore sort, classify, sense, body parts	Mammals, birds, fish, reptiles, amphibians, carnivore, omnivore, herbivore sort, classify, senses, body parts, scientific thinking, recording
Experiences	Outdoor work observing animals	
SMSC	Moral – responsibility to care of animals in the world	
British Values	Rule of Law – Animal rights	
School Values	Considerate – to animals as well as people	



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Animals Including Humans – Basic Needs		
KS1	Year 1	Year 2
	<p>L1: How do animals change as they grow? L2: What is a life cycle? What does the life cycle of a chicken look like? L3: What is a life cycle? What does the life cycle of a human look like? L4: What do animals need in order to survive? L5: Why is exercise important? L6: Why is good hygiene important? L7: What is a healthy diet and why is this important? L8: What are the different food groups and how can they help us have a healthy diet? L9: What are the different food groups and how can they help us have a healthy diet? L10: What other ways can I keep myself healthy?</p>	<p>L1: How do animals change as they grow? L2: What is a life cycle? What does the life cycle of a chicken look like? L3: What is a life cycle? What does the life cycle of a human look like? L4: What do animals need in order to survive? L5: Why is exercise important? L6: Why is good hygiene important? L7: What is a healthy diet and why is this important? L8: What are the different food groups and how can they help us have a healthy diet? L9: What are the different food groups and how can they help us have a healthy diet? L10: What other ways can I keep myself healthy?</p>
Key Concepts to assess	<p>L1: Children know that animals can have offspring which grow into adults. Children can match adults to their young. Children can make comparisons between adults and their young. L2: Children know what a life cycle is. Children can sequence the life cycle of a chicken. L3: Children know what a life cycle is. Children can sequence the life cycle of a human. L4: Children can name the things that animals need in order to survive (water, food, air, shelter/warmth). L5: Children know what humans and other animals need in order to be healthy. Children know why exercise is important. Children can name different kinds of exercise. L6: Children know what humans and other animals need in order to be healthy. Children know good hygiene is important. Children can name different kinds of good hygiene. L7: Children know what a healthy diet consists of. Children can explain why a healthy diet is important. L8: Children can name the food groups. Children can talk about how the food groups and balanced meal plate can help us to have a healthy diet. Children can sort foods into the different food groups. L9: Children can name the food groups. Children can talk about how the food groups and balanced meal plate can help us to have a healthy diet. Children can sort foods into the different food groups. L10: Children understand other ways to keep themselves healthy including mental health.</p>	<p>L1: Children know that animals can have offspring which grow into adults. Children can match adults to their young including examples where this is not as obvious. Children can make comparisons between adults and their young and say what is similar and different. L2: Children know what a life cycle is and can explain to others. Children can sequence the life cycle of a chicken and talk about what is happening at each stage. L3: Children know what a life cycle is and can explain to others. Children can sequence the life cycle of a human and talk about what is happening at each stage. L4: Children can name the things that animals need in order to survive (water, food, air, shelter/warmth). Children can talk about what would happen if one of these things was not in place. Children can talk about needs in the context of different animals. L5: Children know what humans and other animals need in order to be healthy. Children know why exercise is important and can link this to humans and other animals. Children can name different kinds of exercise and express opinions. Children can talk about and observe how exercise affects them. L6: Children know what humans and other animals need in order to be healthy. Children know good hygiene is important and can link this to illness, germs and disease. Children can name different kinds of good hygiene. L7: Children know what a healthy diet consists of. Children can explain why a healthy diet is important and can explain what could happen if someone had an unhealthy diet. L8: Children can name the food groups and say what each food group does for our bodies. Children can talk about how the food groups and balanced meal plate can help us to have a healthy diet. Children can sort foods into the different food groups. L9: Children can name the food groups and say what each food group does for our bodies. Children can talk about how the food groups and balanced meal plate can help us to have a healthy diet. Children can sort foods into the different food groups. L10: Children understand other ways to keep themselves healthy including mental health. They can give examples of ways to look after their mental health and explain why this is important.</p>
Vocabulary	Needs, exercise, hygiene, nutrition, health, diet, balanced, life cycle, survival, offspring	Needs, exercise, hygiene, nutrition, health, diet, balanced, life cycle, survival, offspring, adult, growth, change, develop, balanced meal, carbohydrate, protein, fruits and veg, dairy, fats and oils, sugar,



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Experiences	
SMSC	
British Values	Mutual respect – differences in people and the way they live
School Values	Inclusive – different body types and backgrounds Healthy - lifestyles

	Summer 1 & 2	
KS1	Living Things and their Habitats	
	Year 1	Year 2



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	<p>L1: What does it mean to be living, dead or never been alive? L2: What is a habitat? Can you name some different habitats and match the animals to the correct one? L3: How are plants and animals adapted to survive in the habitat in which they live? L4: What is a micro habitat? L5: What minibeasts can be found living in our school grounds? Why do they live here? L6: Can you make a habitat for a given animal? L7: What other wildlife visits our school grounds? L8: What would be the best habitat for a woodlouse? L9: What is a food chain? L10: Can you create a food chain?</p>	<p>L1: What does it mean to be living, dead or never been alive? L2: What is a habitat? Can you name some different habitats and match the animals to the correct one? L3: How are plants and animals adapted to survive in the habitat in which they live? L4: What is a micro habitat? L5: What minibeasts can be found living in our school grounds? Why do they live here? L6: Can you make a habitat for a given animal? L7: What other wildlife visits our school grounds? L8: What would be the best habitat for a woodlouse? L9: What is a food chain? L10: Can you create a food chain?</p>
Key Concepts to assess	<p>L1: Children know what the terms living, dead and never lived mean. Children can sort things into living, dead and never lived. L2: Children know what a habitat is. Children can name some different habitats. Children can match animals to the correct habitat. L3: Children can explain some key features that mean the animal or plant is suited to its habitat. L4: Children know what a micro habitat is. Children can name some different micro habitats. Children can match minibeasts to the correct micro habitat. L5: Children know what a micro habitat is. Children can recognise and name some different minibeasts. Children can record observations and collect data. L6: Children can think of what an animal or minibeast needs in a habitat in order for it to live there. L7: Children can predict what wildlife might visit our school grounds. Children can make observations and record their findings. L8: With support children can plan a simple investigation. Children can make a prediction. Children can make and record observations. Children can form a conclusion. L9: Children know what a food chain is. L10: Children can use a food chain to explain what animals eat. To be able to use a food chain to explain what animals eat</p>	<p>L1: Children know what the terms living, dead and never lived mean. Children can sort things into living, dead and never lived and explain their reasons. L2: Children know what a habitat is and can use the definition. Children can name some different habitats and describe what they are like. Children can match animals to the correct habitat and explain their reasoning. L3: Children can explain the key features that mean the animal or plant is suited to its habitat and can explain simply why a plant or animal is suited. L4: Children know what a micro habitat is and can use the definition. Children can name some different micro habitats and describe what they are like. Children can match minibeasts to the correct habitat and explain their reasoning. L5: Children know what a micro habitat is and can use the definition. Children can recognise and name different minibeasts. Children can collect and record data. L6: Children can think about what an animal or minibeast needs in a habitat in order for it to live there. They can explain their reasoning in terms of health, adaptations and suitability. L7: Children can predict what wildlife might visit our school grounds giving reasons for their choices and linking it to their knowledge of habitats. Children can record and present data and observations in different ways. L8: Children can plan a simple investigation and ask questions. Children can make a prediction giving a reason to back it up. Children can make and record observations. Children can form a conclusion. L9: Children know and can explain what a food chain is. They can use the correct vocabulary when talking about food chains. L10: Children can use a food chain to show what different animals eat.</p>
Vocabulary	Habitat, shelter, warmth, space, food chain, forest, grassland, micro habitat, natural, environment, suitable	Habitat, shelter, warmth, space, food chain, forest, grassland, micro habitat, natural, environment, suitable, adaptation, producer, consumer
Experiences	Visit to a different habitat e.g. pond dipping	
SMSC	Moral – responsibility to care for habitats and animals living in them.	



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British Values	
School Values	Considerate – to the school grounds and the world as a whole. Healthy – to role the natural world plays in positive mental and physical health.