

## YEAR 6

### Biology - Theory of Evolution

I can explain the theory of evolution and give examples of animals and plants that have evolved

### Biology – Animals

I can explain the functions of the parts of the human heart.

### Biology - Animals & Humans

I know the similarities and differences in the life cycles of a mammal, an amphibian, an insect and a bird.

## YEAR 7

- structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.
- the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume
- the importance of human food security
- the importance of plant reproduction through insect pollination in human food security
- a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model



Living Things

## Key Stage 3



Evolution and Inheritance

### Biology – Living things

I can classify living things into broad groups according to common observable characteristics .

### Biology – animals

I know the life cycle of a variety of animals .

### Biology – plants and animals

can describe and contrast how plants and animals evolve through adaptation.

### Biology - Circulatory System

I can describe the circulatory system.

## YEAR 5

### Biology- Living things

I can explain that vertebrates have skeletons and muscles for support, protection and movement and explain how muscles work.

### Biology Inheritance:

I have explained the concept of inheritance and how offspring vary and are not identical to their parents in plants and animals

### Biology- plants

I can use my knowledge to prove or disprove that roots act like straws.

I can compare different flowers and explain the differences in the size and shape of the parts of the flower.

### Biology- Animals

I can describe the function of human digestive system and explain how it works.

## 5&6

### Biology-Plants

I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers

I can describe the process of pollination. List ways in which plants are pollinated and seeds dispersed

### Biology- Animals

I know the parts of the Human digestion system. (inc teeth)

### Biology-Inheritance.

I have observed and labelled resemblance between parents and offspring in both plants and animals



Evolution and Inheritance

### Biology- Living things

I can identify that humans and some other animals have skeletons and muscles and can name some.

## YEAR 4

### Biology – Living things

I can compare changes in two or more habitats and explain how plants and animals are affected by climate change.  
I can categorise living things in their local and wider environment, by using classification keys

### Biology- Animals

I can describe the function of human digestive system and explain how it works.

## YEAR 3

### Biology- Living things

I can identify how animals and plants are adapted to their environment in different ways.  
I can group living things in a variety of ways

### Biology – seasonal change

I can observe and describe how day length varies through the seasons.

### Biology - Humans

I can identify the different food groups and explain how that impacts on human lifestyle.  
I can notice that animals including humans have offspring

### Biology Living things

I can identify whether something is dead, alive or never alive and describe how I know this using MRS GREN.

### Biology - Animals

I can explain the characteristics of different animal groups. E.g. A mammal has fur/hair/gives birth to live young.

### Biology - Humans

I can describe what is healthy and unhealthy.  
I can name and label the basic parts of the human body and know associated senses.

### Biology – Seasonal change

I can observe and describe weather associated with the seasons.

## YEAR 2

### Biology – plants

I can describe the differences between evergreen and deciduous trees and observe changes across the four season  
I can compare the similarities and differences between seeds and bulbs.

I know how an animal or plant is suited to its habitat and how it interacts. (Food chain)

### Biology – Living Things

I can sort things that are living, are dead and have never been alive and I can identify the 4 basic needs for survival. (Water, Food, Air and Shelter)

### Biology - Animals

I name a variety of common animals and what they eat.  
I can name a suitable habitat for a range of different animals and can describe how habitats provide the basic needs of different animals.

### Biology – Plants

I can name a range of common plants and trees and observe changes across the four seasons  
I can compare the parts of a range of different flowering plants and trees.

## YEAR Y1

## FS2

### Advent 1 – Traditional Tales

- \*I can begin to make observations of the natural world, plants and animals.
  - \*I can look closely at patterns and change.
- Pentecost 1 – The Very hungry Caterpillar
- \*I can understand some important processes and changes of state in the natural world.
- Pentecost 2 – Farmer Duck
- \*I can explore the natural world around me, making observations and drawing pictures of animals and plants.