



LIVING THINGS AND THEIR HABITATS (BIOLOGY)

National Curriculum Statements in red are from other linked topics.

Progression in Scientific knowledge, concepts & skills	EYFS (Early Learning Goals)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<p>Concepts Function Variation Adaptation Cause and effect Process</p>	<p>Children know about similarities and difference in relation to places, objects, materials and living things.</p> <p>Children talk about features of their own immediate environment and how environments might vary from one another.</p> <p>Children make observations of animals and plants</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</p> <p>Identify and name a variety of</p>	<p>Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Identify that most living things live in habitats to which they are suited</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Construct and</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics (for example vertebrates and invertebrates).</p>	<p>Reproduction in humans including the structure and function of the male and female reproductive systems, menstrual cycle gametes, fertilisation, gestation and birth.</p> <p>Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation</p>



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	<p>and explain why some things occur and talk about changes.</p>	<p>common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</p> <p>Describe and compare the structure of a variety of common animals (fish,</p>	<p>and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>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.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>		<p>interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)</p>		<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance)</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)</p>	<p>and dispersal, including quantitative investigation of some dispersal mechanisms.</p> <p>Differences between species.</p>
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		amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans) Observe changes across the four seasons. (Y1 - Seasonal change)	(Y2 - Animals including humans)					
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