

Living things

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
National Curriculum	<u>Plants</u> Pupils should be taught to: - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees	<u>Plants</u> - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<u>Plants</u> Pupils should be taught to: •identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers •explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant •investigate the way in which water is transported within plants •explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			
		<u>Living Things:</u> - 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		<u>Living Things</u> - 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	<u>Living things:</u> - 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	<u>Living things:</u> - 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 - give reasons for classifying plants and animals based on specific characteristics

Expected Standard	<p><u>Plants</u></p> <p>Pupil can identify and name accurately a range of plants</p> <p>Pupil can accurately and consistently name the main parts of a plant over a range of plants</p> <p>Pupil can name and use correct vocabulary to describe the features of some deciduous and evergreen trees</p> <p>Pupil can identify that some plants found in the wild are not grown in gardens and vice versa</p>	<p><u>Plants</u></p> <p>Pupil can describe with appropriate vocabulary the different stages of plant growth from a seed/bulb to mature plant</p> <p>Pupil can identify all conditions needed for a plant to grow and be healthy</p> <p>Pupil can measure the rate of growth of a range of plants giving some reasons for the differences in rate of growth they note</p> <p>Pupil identifies the suitability of some plants for different growing conditions e.g. low light, drought/arid habitats; no soil.</p>	<p><u>Plants</u></p> <p>Pupil can identify and describe the function of each part of a flowering plant</p> <p>Pupil can name and describe the requirements of a plant for life and growth</p> <p>Pupil can explain that some plants have different requirements for life and growth due to environmental adaptations</p> <p>Pupil can explain how water is transported around the plant</p> <p>Pupil can explain the process of pollination, fertilisation and seed dispersal in the life cycle of a flowering plant</p> <p>Pupil can explain the role that the wind and animals play in pollination and seed dispersal</p>			<p><u>Living things</u></p> <p>Pupil explain the features of all living things e.g. MRS GREN</p> <p>Pupil can describe the work of scientists in creating a binomial classification systems e.g. Carl Linnaeus</p> <p>Pupil can identify differences and similarities between the broad classification groups of living things</p> <p>Pupil understands that there are 7 main groups of vertebrates (Chordata) - Mammals, Bony Fish, Cartilaginous Fish, Birds, Amphibians and Reptiles.</p>
		<p><u>Living things</u></p> <p>Pupil uses key features to identify living, dead and never been alive – e.g. living things grow, reproduce, use their senses, feed, move</p> <p>Pupil can explain how a habitat provides the basic needs for a range of animals and plants</p> <p>Pupil can name a wide range of habitats and some micro-habitats (local and globally) together with the names of animals/plants found here</p> <p>Pupil describes how animals and plants, in a habitat, depend on each other for survival and what may happen if a basic need is no longer available in the habitat</p> <p>Pupil recognises that animals/plants may adapt to live in a habitat / micro-habitat</p> <p>Pupil knows that plants make their own food (producers) and animals get their food by eating plants and/or other animals (consumers).</p> <p>Pupil can identify and/or create a range of food chains to show the relationships between producers and consumers in a habitat, recognising predators and prey</p>		<p><u>Living things</u></p> <p>Pupil can name the main animal and plant groups describing their features</p> <p>Pupil can use a dichotomous key to identify groups of animals and plants</p> <p>Pupil can create a simple dichotomous key to identify some living things in their local environment</p> <p>Pupil is aware that man's actions can have an impact upon the lives of other living creatures at a local and global scale e.g. deforestation; global warming; polluting coastlines/ponds or hedges</p> <p>Pupil can suggest some changes to the actions of man which can address and/or reverse environmental change</p> <p>Pupil can explain how some plants and animals can adapt to changing environmental conditions</p>	<p><u>Living things</u></p> <p>Pupil can explain the life cycle of animals including mammals, insects, amphibian and birds.</p> <p>Pupil is beginning to identify similarities and differences between the life cycles of studied animal groups</p> <p>Pupil can label and describe the parts of a flowering plant involved in sexual reproduction.</p> <p>Pupils can describe the process of sexual reproduction in plants.</p> <p>Pupil can explain the process of asexual reproduction in plants.</p> <p>Pupil can describe the process of reproduction in some animals.</p>	<p><u>Living things</u></p> <p>Pupil understands that invertebrates are also classified into groups and can name some of these groups: Sponges, Cnidarians, Echinoderms, Molluscs, Segmented worms (annelids), Arthropods, Crustaceans, Insects, Round worms (Nematodes), Flat worms (Platyhelminths).</p> <p>Pupil understands that there are 5 main groups of plants: algae; mosses & liverworts; ferns, club mosses and horsetails; conifers and flowering plants.</p> <p>Pupil understands there are more than one type of micro-organism e.g. fungi; bacteria; virus; protists and name examples</p> <p>Pupil can describe how some micro-organisms are helpful and others harmful, naming examples of both.</p> <p>Pupil can use dichotomous keys to identify a range of living things from within the local habitat and increasingly from a diverse range of habitats around the world</p> <p>Pupils can create simple dichotomous keys to identify living things from a range of habitats</p>

Vocabulary	<p>plant; leaf/ves; flower; blossom; petal; fruit; bud; root; bulb; seed; trunk; branches; stem; wild; garden; common; tree; deciduous; evergreen; earth; soil; dead; healthy; alive; living; grow(ing);</p>	<p><u>Plants</u> seed; bulb; seedling; mature plant; water; light; temperature; grow(th); healthy; unhealthy; suitable conditions; germinate; live; living; non-living; accelerate; stunted; weak; spindly; wild; commercial; soil; energy; food; producer; <u>Living things</u> animal; plant; Habitat; micro-habitat; environment; classify; sort; living things; dead; alive; food chain; healthy; predator; prey; producer; consumer; decomposer; nocturnal; group; adaption; diversity; survive; survival; organism; group; herbivore; carnivore; omnivore;</p>	<p><u>Plants</u> function; transportation; anchor; nutrients; minerals; fertiliser; air; oxygen; carbon dioxide; photosynthesis; pollination; fertilisation; seed dispersal; reproduction; pest; diseases; overcrowding; wilt; spindly; pale; stunted; life processes; producer; life cycle; germination; dormant; stigma; style; ovary; anther; filament; stamen; sepal; ovule; pollen; nectar; insect</p>	<p><u>Living things</u> classification; groups; branching database (dichotomous key); vertebrates; invertebrates; exoskeleton; endoskeleton; mammals; reptiles; amphibians; birds; fish; snails; slugs; worms; spiders; insects; flowering plants; non-flowering plants; environment; eco-system; pollution; damage; deforestation; global warming; floods; litter; desertification; drought; nature reserves; conservation; habitat; camouflage; organism; species; conditions; characteristics; adaptations</p>	<p><u>Living things</u> reproduce; grow; reproduction; life cycle; mammal; amphibian; insect; bird; fish; reptile; male; female; metamorphosis; germination; fertilisation; pollination; genetic information; gene; genetic information; fruit; seed; embryo; stigma; anther; style; ovary; ovule; carpel; nucleus; pollen; pollen grain; pollen tube; sperm; sexual reproduction; asexual reproduction; egg; birth; growth; adulthood; male; female; off-spring; pupa; chrysalis; pupa; imago; adult; seeds; bulb; tuber; stem; root cutting;</p>	<p><u>Living Things</u> classification system; taxonomy; vertebrates; invertebrates; micro-organisms; plants; algae; mosses; liverworts; ferns; horsetails; conifers; flowering plants; animals; insects; spiders; snails; segmented worms; fish; amphibians; reptiles; birds; mammals; echinoderms; molluscs; crustaceans; flat worms; round worms; phylum; class; order; family; genus; species; fungi; bacteria; virus; protists; vaccination; symbiotic; parasite; toxins; unicellular; multi-cellular; autotroph; heterotroph; membrane; cell; nucleus; DNA; exoskeleton;</p>
Examples	<p>Pupils create lists of common flowers/plants seen in/around the local area with photographs of the plants at different times of the year/stages in their life cycle e.g. dandelion; daisy; buttercup; bluebell; dock; clover; grass; nettles</p>	<p>In addition give names of some key local and global habitats that you will explore and animals/plants which live there e.g. woodland; pond; seashore; ocean; rainforest; polar; under a log/rock/bush; on a stony path; canopy; woodlouse; hermit crab; sea weed; bracken; moss;</p>				
Scientists	<p>Beatrix Potter</p>	<p>Beatrix Potter</p>	<p>Agnes Arber</p>	<p>Rachel Carson</p>	<p>Jane Goodall</p>	<p>Evelyn Cheesman</p>
CPA						