

Learning Progression: Animals, Including Humans

	<u>Nursery</u>		<u>Reception</u>		<u>Year One</u>		<u>Year Two</u>	
Objectives Covered	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and tooth brushing • Begin to make sense of their own life-story and family's history • Understand the key features of the life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things 		<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, good sleep routine and being a safe pedestrian) • Explore the natural world around them • Describe what they see, hear and feel outside • Recognise some environments that are different to the one which they live • Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen <p>ELG</p> <ul style="list-style-type: none"> • Manage their own basic hygiene • Explore the natural world around the making observations and drawing pictures • Know some similarities and differences between the world around them and contrasting environments, drawing on their experiences and what has been read in class 		<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores 		<ul style="list-style-type: none"> • Find out about and describe the basic needs of animals, including humans for survival • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	
<p>Vocabulary</p> <p>Red – statutory Blue – non-statutory Black - additional</p>	<p>food drink family plant animal</p> <p>animal names body parts baby mum dad brother sister friend</p>	<p>Continuing from Nursery: change person insect names fish bird body human teeth healthy toothbrush toothpaste</p>	<p>senses see hear feel taste health activity healthy eating tooth brush sleep screen time</p>	<p>pet head neck arms elbows legs knees face ears hair mouth teeth</p>	<p>offspring adults water food air</p>	<p>pets head neck arms elbows legs knees face ears hair mouth teeth tail beak hoof paw fin scales claw fur</p>	<p>animals humans offspring adults basic needs survival water food air</p>	<p>reproduction growth baby toddler child teenager adult relevant words linked to lifecycles studied</p>
Skills	<ul style="list-style-type: none"> • Learn new vocabulary • Understand and ask 'why' questions about health, animals and humans • Talk about and make observations of their environment, animals and plants using taught vocabulary 		<ul style="list-style-type: none"> • Learn new vocabulary and use it in different contexts • Articulate their ideas and thoughts in well-formed sentences. • Ask questions to find out more and to check what has been said to them 		<ul style="list-style-type: none"> • Learn new vocabulary and use it in different contexts • Ask questions about animals and humans • Use observations to compare and describe animals 		<ul style="list-style-type: none"> • Learn new vocabulary and use it in different contexts • Ask questions about what animals need for survival • Observe how different animals and humans grow 	

Learning Progression: Animals, Including Humans

	<ul style="list-style-type: none"> • Talk about ways to keep healthy and safe. • Talk about past and present events in their own life and the lives of family members • Comment on similarities, differences, patterns and change • Know about similarities and differences between themselves and others • Use photographs to answer questions about their life history • Use senses to explore own environment 	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding • Make comments and observations of their environment, animals and humans using taught vocabulary • Observe and find out about animals and humans using first-hand experience and books • Make comments about animals and humans based on their experiences and what has been read to them • Describe events and observations in some detail. • Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen • Discuss observed similarities and differences about animals and humans • Explain why some things occur • Using drawings to show observations and understanding 	<ul style="list-style-type: none"> • Perform simple tests • Identify and classify animals • Use senses to compare different textures, sounds and smells • Use observations to suggest ideas to questions 	<ul style="list-style-type: none"> • Identify and classify • Use observations to suggest answers to questions • Gather and record data
Activities	<ul style="list-style-type: none"> • Nursery garden opportunities • Visit from staff's pets • World celebration week 	<ul style="list-style-type: none"> • Looking at insects in the garden • Lifecycle of chicks and ducks • Food tasting – fruit salad • Farm visit • Pictures brought in from home of children with their families • Reception garden opportunities • World celebration week 	<ul style="list-style-type: none"> • Penguin Small book – look at penguins and polar bears • Grandad's Island 	<ul style="list-style-type: none"> • Croc and Bird book unit of work • Lifecycles of owls • Lifecycle of a human, crocodile and a parrot