* Explore and use classification keys to group, identify and name a variety of living things in their local environment
* Recognise that environments can change and this can pose a danger to living things

In **Year 4** we are learning about **Living Things and their Habitats**:

* Recognise that living things can be grouped in a variety of ways

In **Year 3** we are learning about **Animals including Humans:**

* Identify that animals, including humans, need the right types and amount of nutrition
* Identify that humans and some other animals have skeletons and muscles
* Know that animals cannot make their own food; they get nutrition from what they eat
* Know that skeletons & muscles are for support, protection and movement
* Recognise the impact of drugs and lifestyle on the way their bodies function
* Describe the ways in which nutrients and water are transported within animals

In **Year 6** we are learning about **Animals including Humans:**

* Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
* Recognise the impact of diet and exercise on the human body
* Describe life cycles in mammals and amphibians
* Describe the process of reproduction in plants and animals

In **Year 5** we are learning about **Living Things and their Habitats**:

* Describe life cycles in insects and birds
* Observe changes across the four seasons
* Observe and describe weather associated with the four season
* Notice that animals including humans have offspring
* Find out about the basic needs of animals for survival

In **Year 2** we are learning about **Animals including Humans**:

* Describe the importance of exercise, diet, food and hygiene.

In **Year 1** we are learning about **Seasons**:

* Identify how day length varies

**How this document is structured:**

In case of a bubble or school closure, each box is divided into two sections

–**offline (in-school) and online (remote)**

Subject leaders have identified the knowledge, skills and understanding that can be covered remotely, with a focus on lower order procedural/fluency content. Higher order learning will be delivered at school. In the event of a full school closure, higher order learning will be delivered via pre-recorded videos.

Where there are no school or bubble closures, all objectives will be covered in school.

**CURRICULUM OVERVIEW**



**Autumn 1...be amazed...**

**Subject:** Science

In **Early Years**, our scientific learning is covered through the different areas in our Early Years Framework, in particular ‘**Understanding the World’**.

**In Pre-School,** children begin to understand simple questions such as ‘who’, ‘what’ and ‘where’ and explore and respond to different natural phenomena in their setting.

**In Nursery,** children begin to use their senses in hands-on exploration of natural materials and talk about what they can see using a wider vocabulary.

**In Reception,** children explore the natural world around them, spending lots of time outdoors. They will describe what they can see, hear and feel while outside.