



MILESTONE BIOLOGY

Outcomes

<p>Animals</p>	<ul style="list-style-type: none"> ▪ Will experience activities that involve encountering different animals ▪ Will recognise and name common animals they may encounter, including pets ▪ Will understand and describe the different roles that animals have in their lives, e.g. as pets and for therapy ▪ Will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ Will identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ Will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
<p>Humans</p>	<ul style="list-style-type: none"> ▪ Will experience using their senses to explore their immediate environment ▪ Will experience activities which explore different parts of their own body ▪ Will respond to using their senses to explore objects in different ways. ▪ Will know that they have likes and dislikes and that some other people share their taste ▪ Will understand that their senses can be labelled and work independently or together ▪ Will comment on and begin to name different external parts of the human body, including facial features (eyes, nose, ears and mouth) ▪ Will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense including head, neck, arms, elbows, legs, knees, face, hair, teeth ▪ Will notice that animals, including humans, have offspring which grow into adults ▪ Will be able to respond to the basic needs of humans for survival (air, water and food) ▪ Will understand the importance for humans of exercise, eating the right amounts of different types of food and hygiene ▪ Will identify that humans have skeletons and muscles for support, protection and movement ▪ Will be able to understand basic functions of teeth and the digestive system. ▪ Will describe the changes in humans as they develop to old age ▪ Will identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood ▪ Will recognise the impact of diet, exercise, drugs and lifestyle on the ways their bodies function
<p>Living Things and Their Habitats</p>	<ul style="list-style-type: none"> ▪ Will explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life ▪ Will explore a variety of plants and animals in their habitats ▪ Will explore and compare the differences between things that are living, dead, and things that have never been alive ▪ Will understand that a habitat is where a plant or animal lives ▪ Will understand the characteristics of a range of different habitats ▪ Will compare the habitats of a range of plants and animals ▪ Will 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 ▪ Will construct and interpret a variety of food chains, identifying producers, predators and prey. ▪ Will recognise that living things can be grouped in a variety of ways ▪ Will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ Will recognise that environments can change and that this can sometimes pose dangers and have an impact on living things ▪ Will be able to understand and describe the basic life cycle of animals (mammals, insects and birds) ▪ Will describe the life process of reproduction in some plants and animals ▪ Will 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. ▪ Will give reasons for classifying plants and animals based on specific characteristics. ▪ Will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ Will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ▪ Will identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
<p>Plants</p>	<ul style="list-style-type: none"> ▪ Will encounter a range of sensory experiences linked to plants e.g. leaves and flowers ▪ Will encounter soil and gardening materials and have been involved in growing new plants ▪ Will know that some plants grow from seeds and get bigger. ▪ Will know that plants need to be looked after ▪ Will know that plants need water and light to grow. ▪ Will know that plants need water, light, air and warmth to grow. ▪ Will understand there are a wide variety of plants, some of which are food ▪ Will understand there are a wide variety of plants and they have differing leaf shapes and flowers. ▪ Will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ Will be able to experience growing and caring for a range of plants in their locality ▪ Will be able to name the different parts and functions of a plant including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). ▪ Will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ▪ Will be able to understand that plants are required to sustain life on earth