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| **Assessment Framework Level** | **Curriculum Content**  **The learner is learning to;** | **What the adult working with the learner does** | **Enabling Responsive Environment**  **Learning Opportunities** | **Cross- Curricula Themed Topic Cycle Links** |
| M1 | **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** | Adult will have a discussion with learners in order to recap previously gained knowledge and remodel using observation and prediction skills.  Adult will provide learners with wide range of activities enabling them use of their observational skills.  Adult will provide learners with wide range of appropriate resources to observe living things.  Adult will make sure that learners have access to correct, necessary vocabulary.  Adult will provide learners with range of activities enabling learners to extend and regular use of key vocabulary. | Observations may also include observing the features of the human body in order to name simple parts.  Through direct teaching and resources have access to glossaries, labelling and symbolised vocabulary where needed to be able to use the correct name. These could include naming parts of the body. | **Middle**  Year1  **Who Am I?**  Science: Animals including humans  Year2  This Is Me!  Science: Animals including humans  Year 3  **I’m Amazing, You’re Amazing, We’re All Amazing!**  Science: Animals including humans  Year 4  **Me, Myself and I/Autumn**  Science: Animals including humans |
| M2 | **Notice that animals, including humans, have offspring which grow into adults** | The adult can provide the following examples to support the learner in understanding life cycles and how animals grow and change: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.  The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs  Adult will provide learners with leading questions to encourage them to answer questions based on their observation.  Adult will initiate discussions with learners linked to their learning.  Adult will ask learners open ended questions.  Adult will provide learners with range of activities which will enable them to practice skills of connecting their observations with answer to related questions.  Adult will provide learners with various resources to enable close observation of animals and how they grow and change e.g. video of the caterpillar’s life cycle.  Adults will provide learners with opportunities to observe through video or first-hand observation how different animals, including humans, grow.  Using appropriate forms of measurement related to their mathematical knowledge and skills learners can measure humans to make comparisons between humans at different stages of development | In deciding answers to questions learners should be encouraged to consider what they know through their observations.  Learners should have the opportunity to compare different animals and how they grow.  Learners should be supported to identify the offspring of different animals including humans.  Learners should be able to make more detailed observations through direct observations and or video, or visuals.  These observations can focus animals including humans their growth, changes over time and offspring.  Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow. |
| M3 | **Recap from M1**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** | Adult will recap with learners previously gained knowledge when working within M1 and support  learners with a wide range of appropriate resources to observe the human body and be able to recognise the names of specific body parts and where they are in the body.  They will also recap which part of the body is linked to particular senses.  Adult will make sure that learners understand and can link the necessary vocabulary to the body parts.  Adult will provide learners with range of activities enabling learners to embed the key vocabulary. | Observations may also include observing the features of the human body in order to name simple parts.  Through direct teaching and resources have access to glossaries, labelling and symbolised vocabulary where needed to be able to use the correct name. These could include naming parts of the body. Learners could play games to support them in recognising parts of the body, through action songs, body part bingo, match the body part, link the body part to the sense e.g. nose to smell |
| M4 | **Recap from M2**  **Notice that animals, including humans, have offspring which grow into adults** | The adult will remind the learners about the life cycles of familiar animals and in particular the human life cycle with emphasis on growing into adults. The lifecycle will look at the different stages of development including reference to baby, toddler, child, teenager, adult.  The focus should be on questions that help pupils to recognise growth; they are not be expected to understand how reproduction occurs  Adult will provide learners with leading questions to encourage them to answer questions based on their observation.  Adult will initiate discussions with learners linked to their learning.  Adult will ask learners open ended questions about life cycles and changes to humans and other animals as they grow/age.  Adult will provide learners with range of activities which will enable them to practice skills of connecting their observations with answer to related questions.  Adult will provide learners with various resources to enable close observation of animals and how they grow and change e.g. video of the caterpillar’s life cycle.  Adults will provide learners with opportunities to observe through video or first-hand observation how different animals, including humans, grow.  Using appropriate forms of measurement related to their mathematical knowledge and skills learners can measure humans to make comparisons between humans at different stages of development. | In deciding answers to questions learners should be encouraged to consider what they know through their observations.  Learners should have the opportunity to see similarities in the way different animals develop and grow. This can be linked to the different life cycles of mammals.  Learners should be supported to identify the offspring of different animals including humans and be able to match them to their adult.  The learner could play matching games, life cycle bingo, recognise the name of the baby animal and match to their adults. Learners should be able to make more detailed observations through direct observations and or video, or visuals.  These observations can focus animals including humans their growth, changes over time and offspring.  Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow. The learner will continue to develop their measuring skills linked to their maths knowledge to measure humans at different stages of growth. |
| M5 | **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.**  **Describe the changes as humans develop to old age** | Adult will provide learners with source of straightforward scientific evidence resources, e.g. books, videos, observation, etc.  Adult will ask learners simple scientific questions linked to their previously gained knowledge and experiences to enable them to answer questions based on scientific evidence.  Adult will encourage learners to recap what they have already learned to enable them to make connections between what they know and what they will learn.  Adult will support learners to revise key vocabulary linked to their scientific enquiries,  Adults will provide appropriate approved, resources to support understanding changes to the human body through puberty.  When looking at gestation periods adults can support learners with vocabulary related to time including days and months  Adult will provide learners with opportunities, activities and resources to make systematic observations that occur over period of time.  Adult will discuss with learners what are the criteria of the investigations made through systematic and careful observations.  Adult will teach and model how to make careful observations of specific measurements. Adult will adapt these types of activities to learners’ knowledge, skills and abilities. Based on previously gained knowledge and skills, adult will encourage learners to use appropriate measuring equipment in order to make careful observations through taking accurate measurements. | Scientific evidence can be devised from practical experiences and also through research using scientific books and information provided it is relevant to the learners’ experiences and understanding. The learner may be given set questions to answer and be asked to support their answers with scientific evidence. This evidence could be from their own findings or from secondary sources such as books or videos.  Learners may begin to look at a range of living things to identify what is different or similar.  Learners should find out about different types of reproduction, including sexual and asexual reproduction in plants e.g. ferns, and sexual reproduction in animals.  Learners may try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time such as looking at how a caterpillar hatches and changes into a butterfly. Learners can compare how different animals reproduce and grow.  Learners can devise timelines to indicate changes over time including growth and aging.  Learners should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.  Learners could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. |
| M6 | **Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents** | Adult will provide learners with opportunities, activities and resources to make systematic observations that occur over period of time.  Adult will discuss with learners what are the criteria of the investigations made through systematic and careful observations. | Learners should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles |