

Year	Science Objectives (NC)
EY	<p>Using Development Matters (Early Years Foundation stage) – assessed against Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development: Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. • Physical Development: Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. • Understanding the world: People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Understanding the world: The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
1	<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.
2	<ul style="list-style-type: none"> • 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
3	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement
4	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey.
5	<ul style="list-style-type: none"> • 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
6	<ul style="list-style-type: none"> • 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, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
KS3	<ul style="list-style-type: none"> • Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Year	PSHE Objectives (Connected Curriculum Learning Skills)
EY	<ul style="list-style-type: none"> • I can look at those people around me speaking and listen quietly as they speak. (Learning with others) • I can look at people when I talk to them. (Learning with others) • I can, with support, keep my body clean. (Developing Independence and Responsibility) • I can, with help from an adult, dress myself. (Developing Independence and Responsibility) • I can articulate my words and speak in a voice which can be heard and understood. (Speaking and Listening) • I can take turns in a conversation with one other; listening and waiting to speak until they have finished. (Speaking and Listening)
1&2	<ul style="list-style-type: none"> • I can listen to others speaking and ask simple and appropriate questions. (Learning with others) • I know and use all of my classmates' names in a greeting and other social/work contexts. (Learning with others) • I can make simple decisions about who has access to my body. (Developing Independence and Responsibility) • I can decide when I need to wash to keep my body clean and hygienic. (Developing Independence and Responsibility) • I can dress myself and undress myself. (Developing Independence and Responsibility) • I can identify similarities and differences between people in my immediate environment and community. (Self-worth and understanding of others) • I can identify reasons why I call a group of peers, "friends". (Self-worth and understanding of others) • I can express a range of emotions and identify a range of feelings. (Self-worth and understanding of others) • I can identify what makes me feel safe and secure. (Self-worth and understanding of others) • I can show that I am aware of the listener when I am speaking by holding eye contact and by adjusting what I say. (Speaking and Listening) • I can listen carefully to the views of others and usually respond appropriately to show I have listened e.g. by making comments, asking questions. (Speaking and Listening) • I can show that I can take my turn when speaking in a larger group or with the whole class. (Speaking and Listening)
3&4	<ul style="list-style-type: none"> • I can use the right voice and the right words when I'm talking to my teacher and my classmates. (Learning with others) • I can interact with a selected group of classmates and seek support from them. (Learning with others) • I can dress and undress myself as appropriate. (Developing Independence and Responsibility) • I can make confident choices about who has access to my body and identify reasons for this. (Developing Independence and Responsibility) • I can manage making and changing friendships. (Self-worth and understanding of others) • I can begin to control my emotions. (Self-worth and understanding of others) • I can identify some of my basic rights, i.e. feeling safe, happy and secure. (Self-worth and understanding of others) • I can take an active part in discussions and talk about my ideas confidently to different groupings. (Speaking and Listening) • I can listen attentively to what others are saying in a discussion and respond with relevant comments, questions or actions. (Speaking and Listening)
5&6	<ul style="list-style-type: none"> • I can interact with a wide range of individuals in my class, asking for support and cooperation. (Learning with others) • I can describe some of the negative effects of drugs, alcohol, lack of exercise and unprotected sex. (Developing Independence and Responsibility) • I can describe the positive things about differences between people. (Self-worth and understanding of others) • I can identify ways of encouraging friendships. (Self-worth and understanding of others) • I can identify when to show emotion and when not. (Self-worth and understanding of others)

	<ul style="list-style-type: none"> • I can explain what my basic rights are; to be safe, happy and secure, and my responsibilities to others. (Self-worth and understanding of others) • I can adapt the way I speak to reflect the purpose and the audience. (Speaking and Listening) • I can listen with concentration in discussions, which allows me to question others' ideas and opinions responsively. (Speaking and Listening)
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PSHE Coverage: "Teaching SRE with Confidence in Primary Schools" – see school website for Scheme of Work by year group. *(NB: Add schemes of work to website – by year group)*