



St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: admin@stjhv.islington.sch.uk

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

Knowledge, Skills and Understanding breakdown for Physical Processes Year 1			
Electricity (non statutory)	Movement (non statutory)	Light	The Earth and beyond (non statutory)
<ul style="list-style-type: none"> Can they identify everyday appliances which use electricity? Can they recognise that electricity is an important source of light? 	<ul style="list-style-type: none"> Can they describe and show how to make something move, e.g. push and pull? 	<ul style="list-style-type: none"> Can they identify and name the sources of light? Can they identify and name sources of light that we can see? Can they explain what darkness is? Can they compare sources of light? (brightest, dimmest, darker, lighter) Can they observe and describe shadows during the day? 	<ul style="list-style-type: none"> Do they know that the sun lights up the Earth? Can they stay safe when observing the sun? Can they describe how the sun moves across the sky?
Year 1 (Challenging)			
Electricity (non statutory)	Movement (non statutory)	Light	The Earth and beyond (non statutory)
<ul style="list-style-type: none"> Can they explain how electricity helps us at home and at school? 	<ul style="list-style-type: none"> Can they describe and explain changes in movement as a result of an action? 	<ul style="list-style-type: none"> Can they describe changes in light that result from action/s? Can they describe how light and temperature are different during the night and day? 	<ul style="list-style-type: none"> Do they know that the sun moves across the sky during the day? Can they explain why they can't see stars in the daytime?





St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: admin@stjhv.islington.sch.uk

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

Knowledge, Skills and Understanding breakdown for Life Processes and Living Things Year 2			
Animals including humans		Plants	Variation and classification
<ul style="list-style-type: none"> Can they match certain living things to the habitats they are found in? Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans? Can they decide whether something is living, dead or non-living? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats? Can they describe how plants and animals are suited to their habitat? 	<ul style="list-style-type: none"> Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans? Can they describe why exercise and a balanced diet are important for humans? 	<ul style="list-style-type: none"> Can they describe what plants need to survive? Can they describe how seeds and bulbs grow into plants? Can they describe what a plant needs to grow and stay healthy? Can they explain that plants grow and reproduce? 	<ul style="list-style-type: none"> Can they sort living things into groups and say why they sorted them in that way? Can they compare how plants grow in different conditions by making measurements? Can they identify and compare a variety of plants and animals found in different habitats and microhabitats? Can they collect weather data about a local habitat and use it to explain the plants and animals they will find there? Can they explain how animals get their food and draw a simple food chain?
Year 2 (Challenging)			
Animals including humans		Plants	Variation and classification
<ul style="list-style-type: none"> Can they name some characteristics of an animals that help it to live in a particular habitat? Can they describe what animals need to survive and link this to their habitats 	<ul style="list-style-type: none"> Can they explain that animals reproduce in different ways? 	<ul style="list-style-type: none"> Can they describe what plants need to survive and link it to where they are found? Can they explain that plants grow and reproduce in different ways? 	<ul style="list-style-type: none"> Can they classify living things into groups according to a range of criteria they have been given?





St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: admin@stjvh.islington.sch.uk

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

Knowledge, Skills and Understanding breakdown for Life Processes and Living Things Year 3	
Animals including humans	Plants
<ul style="list-style-type: none"> • Can they explain the importance of nutritious balanced diet? • Can they describe how nutrients, water and oxygen are transported within animals and humans? • Can they describe and explain the skeletal system of a human? • Can they describe and explain the muscular system of a human? 	<ul style="list-style-type: none"> • Can they identify and describe the functions of different parts of plants? (roots, stem, leaves and flowers) • Can they identify what a plant needs for life and growth? • Can they describe the ways in which nutrients, water and oxygen are transported within plants? • Can they explain how the needs and functions of a plant parts vary from plant to plant e.g. insect and wind pollinated plants? • Can they investigate the way in which water is transported within plants?
Year 3 (Challenging)	
Animals including humans	Plants
<ul style="list-style-type: none"> • Can they explain how the muscular and skeletal systems work together to create movement? • Can they classify living things and non-living things by a number of characteristics that they have thought of? • Can they explain how people, weather and the environment can affect living things? • Can they explain how certain living things depend on one another to survive? 	<ul style="list-style-type: none"> • Can they classify a range of common according to many criteria (environment found, size, climate required, etc.)? • Can they explore the role of flowers in the life cycle of flowering plants. Including pollination, seed formation and seed dispersal?





St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: admin@stjhv.islington.sch.uk

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

Knowledge, Skills and Understanding breakdown for Life Processes and Living Things Year 4	
Animals including humans	All living things
<ul style="list-style-type: none"> • Can they identify and name the basic parts of the human digestive system? • Can they describe the function of the organs of the human digestive system? • Can they identify the simple function of different types of human teeth? • Can they compare the teeth of herbivores and carnivores? • Can they explain what a simple food chain shows? 	<ul style="list-style-type: none"> • Can they use a classification key to group a variety of living things? (plants, vertebrates, invertebrates) • Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) • Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore) • Do they recognise that environments can change and this can sometimes pose a danger to living things?
Year 4 (Challenging)	
Animals including humans	Plants
<ul style="list-style-type: none"> • Can they classify living things and non-living things by a number of characteristics that they have thought of? • Can they explain how people, weather and the environment can affect living things? • Can they explain how certain living things depend on one another to survive? 	<ul style="list-style-type: none"> • Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? • Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)





St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: admin@stjhv.islington.sch.uk

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

Knowledge, Skills and Understanding breakdown for Life Processes and Living Things Year 5	
Animals (including humans)	All living things
<ul style="list-style-type: none"> Can they create a timeline to indicate stages of growth in humans? Can they explain what puberty is? 	<ul style="list-style-type: none"> Can they describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds? Can they describe the life cycles of common plants? Can they describe and explain the process of respiration in humans and plants? Can they talk with knowledge about birth, reproduction and death of familiar animals or plants? Can they explore the work of well-known naturalists (David Attenborough and Jane Goodall)?
Year 5 (Challenging)	
Animals (including humans)	Plants
<ul style="list-style-type: none"> Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? 	<ul style="list-style-type: none"> Can they observe their local environment and draw conclusions about life-cycles? (For example, the vegetable garden or plants in a shrubbery) Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?





St John's Highbury Vale C of E Primary School

Conewood Street, London N5 1DL

Tel: 020 7226 4906

E-mail: admin@stjhv.islington.sch.uk

Head of School: Mrs Lindsey Hodgson

Executive Head: Mrs Tonnie Read

Knowledge, Skills and Understanding breakdown for Life Processes and Living Things Year 6		
Evolution and inheritance	All living things	Animals (including humans)
<ul style="list-style-type: none"> • Can they give reasons for why living things produce offspring of the same kind? • Can they give reasons for why offspring are not identical with each other or with their parents? • Can they explain the process of evolution and describe the evidence for this? • Can they begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments? • Can they talk about the life of Charles Darwin? 	<ul style="list-style-type: none"> • Can they explain the classification of living things into broad groups based on common observable characteristics? (five kingdoms of all living things, vertebrates, mammals, marsupials) • Can they sub divide their original groupings and explain their divisions? • Can they group animals into vertebrates and invertebrates? 	<ul style="list-style-type: none"> • Can they identify and explain the function of the organs of the human circulatory system? (heart, blood vessels, blood, blood pressure, clotting) • Can they identify and explain the function of the organs of the human gaseous exchange system? (lungs, nose, throat, bronchi, bronchial tubes, diaphragm, ribs, breathing) • Can they name the major organs in the human body? • Can they locate the major human organs? • Can they make a diagram that outlines the main parts of the body?
Year 5 (Challenging)		
Evolution and inheritance	All living things	Animals (including humans)
<ul style="list-style-type: none"> • Can they explain how some living things adapt to survive in extreme conditions? • Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? • Can they begin to understand what is meant by DNA 	<ul style="list-style-type: none"> • Can they explain why classification is important? • Can they readily group animals into reptiles, fish, amphibians, birds and mammals? 	<ul style="list-style-type: none"> • Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learned about our bodies? • Can they compare the organ systems of humans to other animals? • Can they make a diagram of the human body and explain how different parts work and depend on one another?

