

## Appendix 2

### Science Curriculum

#### Curriculum requirement

#### SCARF lesson plans that support the teaching and learning of these

**Y1 Animals including humans** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- [Inside my wonderful body!](#)

**Y1 Animals including humans** (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

- [Inside my wonderful body!](#)
- [Keeping privates private](#)

**Y2 Living things and their habitats** (Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.

- [What does my body do?](#)

**Y2 Living things and their habitats** (Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things.

- [My body, your body](#)

**Y2 Animals including humans** Notice that animals, including humans, have offspring which grow into adults.

- [My body, your body](#)
- [Taking care of a baby](#)

**Y2 Animals including humans** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

- [Taking care of a baby](#)
- [My body needs...](#)
- [What does my body do?](#)
- [What could Harold do?](#)

**Y2 Animals including humans** Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.

- [What could Harold do?](#)
- [My body needs...](#)
- [Harold's bathroom](#)

## Curriculum requirement

## SCARF lesson plans that support the teaching and learning of these

**Y2 Animals including humans** (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

- [Catch it! Bin it! Kill it!](#)
- [Eat well](#)
- [Harold's postcard - helping us to keep clean and healthy](#)
- [I can eat a rainbow](#)
- [Harold's wash and brush up](#)
- [Harold's picnic](#)

**Y2 Animals including humans** (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. 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. Growing into adults can include reference to baby, toddler, child, teenager, adult..

- [Harold's picnic](#)
- [I can eat a rainbow](#)
- [Taking care of a baby](#)
- [Super sleep](#)

**Y3 Animals including humans** 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.

- [Taking care of a baby](#)
- [Haven't you grown!](#)

**Y3 Animals including humans** (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

- [Help or harm?](#)
- [Alcohol and cigarettes: the facts](#)
- [SCARF Hotel](#)
- [Body team work](#)

## Curriculum requirement

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**Y3 Animals including humans** (Non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out.

- [Derek cooks dinner! \(healthy eating\)](#)

**Y4 Living things and their habitats** Recognise that environments can change and that this can sometimes pose dangers to living things.

- [Let's have a tidy up!](#)
- [Harold's environment project](#)

**Y4 Living things and their habitats** (Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

- [Harold's environment project](#)
- [Let's have a tidy up!](#)
- [Harold's Seven Rs](#)

**Y5 Living things and their habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

- [Making babies](#)

**Y5 Animals including humans** Describe the changes as humans develop from birth to old age.

- [Making babies](#)
- [Is this normal?](#)

**Y5 Animals including humans** (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

- [Is this normal?](#)
- [Preparing for periods \(formerly Period positive\)](#)
- [Growing up and changing bodies](#)

**Y5 Animals including humans** (Non-statutory guidance) Pupils 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.

- [Making babies](#)

**Y6 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.

- [Five Ways to Wellbeing project](#)

## Curriculum requirement

## SCARF lesson plans that support the teaching and learning of these

**Y6 Animals including humans** Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

- [Five Ways to Wellbeing project](#)
- [Getting fit](#)
- [Know the norms](#)
- [Medicines: check the label](#)
- [What sort of drug is...?](#)
- [Smoking: what is normal?](#)
- [What's the risk? \(1\)](#)
- [Would you risk it?](#)
- [Drugs: true or false?](#)

**Y6 Animals including humans** Describe the ways in which nutrients and water are transported within animals, including humans.

- [Five Ways to Wellbeing project](#)

**Y6 Animals including humans** (Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

- [Five Ways to Wellbeing project](#)

**Y6 Animals including humans** (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

- [Getting fit](#)
- [What sort of drug is...?](#)
- [Smoking: what is normal?](#)
- [What is HIV?](#)
- [Rat Park](#)
- [Drugs: true or false?](#)
- [What's the risk? \(1\)](#)

## Curriculum requirement

**Y6 Animals including humans** (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

**Y6 Evolution and inheritance** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

## SCARF lesson plans that support the teaching and learning of these

- [What's the risk? \(1\)](#)
  - [Drugs: true or false?](#)
  - [Rat Park](#)
  - [Smoking: what is normal?](#)
  - [What sort of drug is...?](#)
  - [Getting fit](#)
- 
- [Making babies](#)