

[illegible]

Skills Progression Grid: Being Healthy Outside The Classroom

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can observe and explain how plants change over time	I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	I can observe and describe how seeds and bulbs grow into mature plants	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	I can classify the different plants that grow in the edible playground	I can describe the life process of reproduction in plants	I can identify the nutritional value of eating vegetables
	I can identify the basic parts of a plant	I can identify and describe the basic structure of a variety of common flowering plants, including trees.	I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant		I can make windmills for the edible playground	I can plan a recipe based on the produce of the edible playground
	I can identify the weather	I can observe and describe weather associated with the seasons and how day length varies.	I can keep a growing diary	I can investigate the way in which water is transported within plants			
	I can try new foods that grow in the edible playground	I can observe changes across the four seasons		I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			
Healthy Habitats <i>(Learning Objectives covered within these lessons originally taken from Science outcomes)</i>	I can talk about some of the things I have observed such as plants, animals, natural and found objects.	I can identify different invertebrates and their habitats	I can explore and compare the differences between things that are living, dead, and things that have never been alive	I can describe food chains in the edible playground.	I can recognise that living things can be grouped in a variety of ways	I can describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird	I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
	Developing an understanding of growth, decay and changes over time.		I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other		I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider community	I can describe the life process of reproduction in some plants and animals	I can give reasons for classifying plants and animals based on specific characteristics
	I can show care and concern for living things and the environment.		I can identify and name a variety of plants and animals in their habitats, including micro habitats.		I can recognise that environments can change and that this can sometimes pose dangers		

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					to living things		
			I can explain and use the idea of simple food chains to show how animals obtain their food		I can create a food chain for the creatures in the compost		
<p>Being Healthy <i>(Learning Objectives covered within these lessons originally taken from Time for Us outcomes)</i></p>	<p>I can talk about ways to keep healthy and safe.</p> <p>I know the importance of physical exercise for good health.</p> <p>I know the importance of a healthy diet for good health.</p>	<p>I know what it means to be healthy and why it is important</p> <p>I know about healthy and unhealthy foods, including sugar intake</p> <p>I know about physical activity and how it keeps people healthy</p> <p>I know about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>I know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>I know how to keep safe in the sun</p>	<p>I know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>I know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</p> <p>I am able to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p>	<p>I know about the choices that people make in daily life that could affect their health</p> <p>I am able to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>I know what can help people to make healthy choices and what might negatively influence them</p> <p>I know about habits and that sometimes they can be maintained, changed or stopped</p> <p>I know about the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>I know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>I know that regular exercise such as walking</p>	<p>I am able to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>I know what good physical health means and how to recognise early signs of physical illness</p>	<p>I know how sleep contributes to a healthy lifestyle</p> <p>I am able to identify healthy sleep strategies and how to maintain them</p> <p>I know about the benefits of being outdoors and in the sun for physical and mental health</p> <p>I know how to manage risk in relation to sun exposure, including skin damage and heat stroke</p>	<p>I know how medicines can contribute to health and how allergies can be managed</p> <p>I know that some diseases can be prevented by vaccinations and immunisations</p> <p>I know that bacteria and viruses can affect health</p> <p>I know how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>I am able to recognise the shared responsibility of keeping a clean environment</p>

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				or cycling has positive benefits for their mental and physical health			