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| **Living Things and Habitats** | **Working Scientifically** |
| * Can they describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? * Can they describe the life cycles of common plants? * Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) * Can they 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? * Can they give reasons for classifying plants and animals based on specific characteristics? * Can they explain what a simple food chain shows? * Can they construct and interpret a variety of food chains, identifying producers, predators and prey? | **Obtaining and presenting evidence** |
| * Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? |
| **Challenge** | |
| * Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? * 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? * Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? * Can they explain why classification is important? * Can they readily group animals into reptiles, fish, amphibians, birds and mammals? * Can they sub divide their original groupings and explain their divisions? * Can they group animals into vertebrates and invertebrates? * Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification? |  |