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| **Living Things and their Habitats** | **Working Scientifically** | |
| * Can they recognise that living things can be grouped in a variety of ways? * Can they explore and use a classification key to group, identify and name 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) * Do they recognise that environments can change and this can sometimes pose a danger to living things? | **Planning** | **Obtaining and presenting evidence** |
| * Can they explain why they need to collect information to answer a question? | * Can they record their observations in different ways? <labelled diagrams, charts etc>   Can they describe what they have found using scientific language? |
| **Challenge** | | |
| * 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) * Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore) | * Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and classification tables? **Link to computing – branching diagrams** | * Can they explain their findings in different ways (display, presentation, writing)?   Can they use their findings to draw a simple conclusion? |