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| **Animals Including Humans** | **Working Scientifically** | |
| * Can they explain the importance of a nutritionally balanced diet? * Can they describe how nutrients, water and oxygen are transported within animals and humans? * Can they identify and name the basic parts of the digestive system in humans? * Can they describe the simple functions of the basic parts of the digestive system in humans? * Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? * Can they identify the simple function of different types of teeth in humans? * Can they compare the teeth of herbivores and carnivores? * Can they describe and explain the skeletal system of a human? * Can they describe and explain the muscular system of a human? * 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? | **Obtaining and presenting evidence** | **Considering evidence and evaluating** |
| * Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? * Can they make accurate measurements using standard units? * Can they explain their findings in different ways (display, presentation, writing)? | * Can they find any patterns in their evidence or measurements? * Can they make a prediction based on something they have found out? * Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? * Can they use straightforward scientific evidence to answer questions or to support their findings? * Can they identify differences, similarities or changes related to simple scientific ideas or processes? |
| **Challenge** | | |
| * Can they explain how certain living things depend on one another to survive? | * Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? | * Can they report findings from investigations through written explanations and conclusions? * Can they use a graph or diagram to answer scientific questions? |