

| Skills | <u>On Way</u> | <u>Expected</u> | <u>Greater depth</u> |
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| Can I recognise that different things can be grouped in different ways? | I can name the different groups of animals. | I can name the different groups of animals and give examples of animals in each group. | I can confidently recognise that living things can be grouped in different ways and they can suggest their own groups. |
| Can I explore and use different classification keys to help group, identify and name a variety of living things in my local and wider environment? | I am beginning to use different classification keys to help group, identify and name a variety of living things in my local and wider environment. | I can explore and use different classification keys to help group, identify and name a variety of living things in my local and wider environment. | I can explore and use different classification keys to help group, identify and name a variety of living things in my local and wider environment and spot similarities and differences between these. |
| Can I recognise that environments can change and this can sometimes post dangers to living thing? | I can recognise that environments can change and this can sometimes post dangers to living things. | I can understand why environments can change and that this can sometimes post dangers to living things. | I can recognise why environments change and how humans can prevent the dangers. |
| Can I construct and interpret a variety of food chains, identify producers, predators and prey? | I can construct and interpret a variety of simple food chains. I am beginning to identify producers, predators and prey. | I can construct and interpret a variety of food chains, identify producers, predators and prey. | I can construct and interpret a variety of food chains for different categories of animals, e.g. amphibians, identify producers, predators and prey. |
| Can I identify how sounds are made? Can I recognise that vibrations from sounds travel to the ear? Can I find patterns between the volume of sound and the strength of the vibrations? | I know that the ear detects vibrations. I know that pitch can be varied. I can say why some sounds are louder than others. | I can explain how I hear sounds and how they enter the ear. I know what the term pitch means and how it can be changed. I can explain how vibrations help an object to make a sound. | I can group sound making objects in terms of how they make sounds. I can compare media in terms of their ability to transmit sounds. I can identify features that cause pitch to change. |

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| <p>Can I identify and explain the process of evaporation, precipitation and condensation in the water cycle?</p> | <p>I can say if a material is a solid, liquid or a gas.</p> | <p>I can explain the processes involved in the water cycle.</p> | <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> |
| <p>Can I describe the simple functions of the basic parts of the digestive system in humans?</p> | <p>I can describe the purpose of the digestive systems in humans.</p> | <p>I can identify what each of the main organs in the digestive system do.</p> | <p>I can explain why the simple functions of the basic parts of the digestive system in humans are necessary.</p> |
| <p>Can I identify the different teeth in humans and their simple functions?</p> | <p>I can label a diagram showing the different teeth.</p> | <p>I can identify the different teeth in humans and their simple functions.</p> | <p>I can identify the different teeth in humans and offer a detailed explanation of their functions.</p> |