

	<u>Working Towards</u>	<u>Working At</u>	<u>Greater Depth</u>
Circulatory system: heart/lungs. Name the parts of the heart and how blood is pumped around the body.	With support I can name the parts of the heart and explain how blood is pumped around the body.	I can independently name the parts of the heart and explain how blood is pumped around the body.	I can confidently name the parts of the heart and explain how they work together to pump blood around the body.
Blood - four components of blood, their function. Make blood experiment.	With support I can name the four components of blood and can represent their function in an experiment.	I can name the four components of blood and can represent their function in an experiment.	I can confidently name the four components of blood and can represent and explain their function in an experiment.
Diet and healthy eating	I can show, with support, how we need different nutrients to make a healthy, balanced diet and recognise that too much of one particular food group can lead to unhealthy diet that can affect our whole body.	I can show how we need different nutrients to make a healthy, balanced diet and recognise that too much of one particular food group can lead to unhealthy diet that can affect our whole body.	I can confidently show how we need different nutrients to make a healthy, balanced diet and recognise that too much of one particular food group can lead to unhealthy diet that can affect our whole body.
Exercise - through PE activities.	With support, I can explain how exercise can help us to keep healthy when combined with a balanced diet.	I can explain how exercise can help us to keep healthy when combined with a balanced diet.	I can confidently explain how exercise can help us to keep healthy when combined with a balanced diet.
Some sort of activity where they repeat a concentration activity at different points in the school day?	I can take part in a 'concentration' task at several points during the day in order to explain, with support, how and why our engagement levels change through the day.	I can take part in a 'concentration' task at several points during the day in order to explain how and why our engagement levels change through the day.	I can take part in a 'concentration' task at several points during the day in order to confidently explain how and why our engagement levels change through the day.
Drugs and their impact	With support, I can understand how my body might be damaged – including how some drugs and other substances can be harmful to the human body.	I can understand and explain how my body might be damaged – including how some drugs and other substances can be harmful to the human body.	I can understand and confidently explain how my body might be damaged – including how some drugs and other substances can be harmful to the human body.
Classification - history. Linnaeus. Classification of	With support, I can recognise that living things are classified into broad	I can recognise and explain that living things are classified into broad	I can confidently explain how living things are classified into broad

plants, animals and microorganisms.	groups according to common characteristics.	groups according to common characteristics.	groups according to common characteristics.
<i>Categorising animals— living/non living etc, specific characteristics. Classification trees.</i>	I can, with support, identify similarities and differences to decide how living things should be grouped, using classification trees.	I can identify similarities and differences to decide how living things should be grouped, using classification trees.	I can confidently identify similarities and differences to decide how living things should be grouped, using classification trees.
<i>Adaptation: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>	I can, with support, describe how a living thing has adapted to its environment and recognise that this can lead to evolution.	I can describe how living things have adapted to their environments and recognise that this can lead to evolution.	I can confidently describe how living things have adapted to their environments and recognise and explain that this can lead to evolution.
<i>Evolution - Darwin</i>	With support, I can show an understanding of how Charles Darwin developed his theory of evolution.	I can explain Charles Darwin's theory of evolution.	I can explain how Charles Darwin and Alfred Wallace developed their ideas on evolution.

PREVIOUS LEARNING LINKS

- Animals Y1

- Human bodies Y3