

NAME:				Date objective when child has shown evidence of using the skill.	Highlight green when child has SECURED the skill.
CLASS:		Start Stage:			
YEAR GROUP:		End Stage:			
Living things and their habitats					
<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been alive. 					
<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 					
<ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats. 					
<ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 					
Plants					
<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. 					
<ul style="list-style-type: none"> Find out and describe how plants need water, light and a suitable temperature to grown and stay healthy 					
Animals, including humans					
<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 					
<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 					
<ul style="list-style-type: none"> Describe the importance of humans of exercise, eating the right amounts of different types of food, and hygiene 					
Uses of everyday materials					
<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 					
<ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 					
Working Scientifically					
<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways 					
<ul style="list-style-type: none"> Observing closely, using simple equipment 					
<ul style="list-style-type: none"> Performing simple tests 					
<ul style="list-style-type: none"> Identifying and classifying 					
<ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions 					
<ul style="list-style-type: none"> Gathering and recording data to help in answering questions 					

<p>2B Working BELOW 0 – 2 2B+ BELOW WORKING TOWARDS 3 – 4</p>	<p>2W WORKING TOWARDS National Standard 5 – 8</p>	<p>2W+ WORKING AT THE NATIONAL STANDARD Must include all purple KO's 9 – 12</p>	<p>2S SECURELY WORKING AT NATIONAL STANDARD Must include all purple KO's 13 – 15</p>	<p>2S+ SHOWING GREATER DEPTH 16 - 17</p>
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