

Hoyland Common Primary School

Science AT2 Skills





Level 1

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children communicate observations of a range of animals and plants in terms of features.	I can point out some differences between humans, other animals and non-living things.
B – He recognises and identifies a range of common animals.	I can name some plants and animals.
C – He recognises and names external parts of the body and of plants.	I can recognise and name parts of the body. I can name the parts of an animal's body.
D -	
E -	
F -	
G -	



Level 2

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children use their knowledge about living things to describe the basic conditions that animals and plants need in order to survive.	I can describe the basic conditions required for plants and animals to survive (food, water, air, warmth and light.)
B – Children sort living things into groups, using simple features.	I can sort living things into groups and say why I have put them in a group.
C – Children describe the basis for their groupings.	
D – Children recognise that living things grow and reproduce.	I know that living things grow and reproduce.
E -	
F – Children recognise that different living things are found in different places.	I know that living things are found in different places. (e.g. ponds, woods, etc.)
G –	



Level 3

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children use their knowledge and understanding of basic life processes when they describe differences between living and non-living things.	I describe differences between living and non-living things. I use my knowledge of basic life processes to describe differences.
B -	
C -	
D – Children provide simple explanations for changes in living things.	I give explanations for changes in living things. I can explain how diet can affect the health of humans and animals. I can explain how water and light alter a plants growth.
E	
F – Children identify ways in which animals are suited to their environment.	I can suggest ways in which an animal is suited to its environment. I can describe how animals and plants in two different environments have adapted.
G	
H	
I	
J	
K	
L	
M	



Level 4

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children demonstrate knowledge and understanding of life processes and living things.	I have a sound understanding of all basic life processes.
B – Children use keys based on observable external features to help them identify and group living things systematically.	I use keys based on observable features to help me identify and group living things systematically.
C – Children use scientific names for some major organs of the body systems and identify the position of these organs in the human body.	I use scientific names for some major organs for some major organs or body systems. I can locate the major organs of my body.
D – Children identify organs of different plants.	I can identify and name the different organs of a plant.
E -	
F -	
G – Children recognise that feeding relationships exist between plants and animals in a habitat, and describes these relationships using food chains and terms.	I know that feeding relationships exist between plants and animals in a habitat. I can describe relationships between plants and animals in a habitat using food chains. I can use the terms prey and predator and link this to explaining a food chain.



Level 5

<u>Incerts assessment criteria</u>	<u>Skills</u>
A – Children demonstrate an increasing knowledge and understanding of life processes and living things.	I have a good knowledge of all basic life processes.
B – Children recognise that there is a great variety of living things and understands the importance of classification.	I know that there are a variety of living things. I understand the importance of classification.
C – Children describe the main functions of organs of the human, and of the plant.	I describe the main functions of organs of the human body. I describe the main functions of parts of a plant.
D – Children explain how these functions are essential to the organism.	I explain how functions are essential to the organism.
E – Children describe the main stages of the life cycles of humans and flowering plants and points out similarities.	I describe the main stages of the life cycle of humans. I describe the main stages of the life cycle of a flowering plant. I can point out and describe the similarities between a human and plant cycle.
F – Children explain that different organisms are found in different habitats because of differences in environmental factors.	I explain how different organisms are found in different habitats because of differences in environmental factors.
G	