

Progression of skills, knowledge and understanding: Living things in their environment

- National curriculum level statements
  - Additional statements from QCA (2003)

Level	Characteristic of level
1	<ul style="list-style-type: none"> <li>• <b>Recognise and name</b> external parts of plants (e.g. leaf, flower)</li> <li>• <b>Communicate observations</b> of a range of animals and plants in terms of features (e.g. colour of coat, size of leaf)</li> <li>• <b>Recognise and identify</b> a range of common animals (e.g. fly, goldfish, robin)               <ul style="list-style-type: none"> <li>➤ <b>Describe and name</b> some locally occurring plants and animals.</li> <li>➤ Know <b>where</b> locally occurring plants and animals are most likely to be seen.</li> <li>➤ Have a concept of '<b>animal</b>' limited mostly to <b>four-legged, furry mammals</b>.</li> <li>➤ Have a concept of '<b>plant</b>' limited to <b>cultivated plants with obvious flowers</b>.</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Describe</b> the basic conditions (e.g. a supply of food, water, air, light) that animals and plants need in order to survive.</li> <li>• <b>Sort</b> living things into groups, using simple features.</li> <li>• <b>Describe the basis for their grouping</b> (e.g. number of legs, shape of leaf)</li> <li>• <b>Recognise</b> that different living things are found in different places (e.g. ponds, woods)               <ul style="list-style-type: none"> <li>➤ <b>Describe differences</b> in local habitats.</li> <li>➤ <b>Describe</b> some non-local habitats.</li> <li>➤ Have a <b>broader concept of 'animal'</b>, likely to include <b>birds and fish</b>.</li> <li>➤ Have a <b>broader concept of 'plant'</b>, likely to include <b>plants with obvious flowers</b>.</li> <li>➤ <b>Group a range of animals</b> from knowledge of their <b>similarities and differences</b>.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Use <b>habitat</b> as a criterion for grouping animals.</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Identify</b> ways in which an animal is <b>suited to its environment</b> (e.g. a fish having fins to help it swim)</li> <li>• Provide <b>simple explanations</b> for <b>changes</b> in living things (e.g. lack of light or water altering plant growth). <ul style="list-style-type: none"> <li>➤ <b>Identify</b> ways in which a plant is suited to its environment.</li> <li>➤ Have a <b>broader concept of 'animal'</b> likely to include <b>amphibians and reptiles</b>.</li> <li>➤ Have a <b>broader concept of 'plant'</b> likely to include <b>some vegetables</b>.</li> <li>➤ <b>Describe</b> the effect on growth of differing amounts of the survival necessities; food, water, air or light.</li> <li>➤ <b>Name</b> simple features of animals that make them suited to specific habitats (e.g. wings, fins, eyesight, webbed feet)</li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Identify and group</b> living things <b>systematically</b>.</li> <li>• <b>Recognise</b> that <b>feeding relationships</b> exist between plants and animals in a habitat, and <b>describe</b> these relationships, using <b>food chains and terms</b> (e.g. predator and prey).</li> <li>• <b>Identify organs</b> (e.g. stamen) of different plants they observe. <ul style="list-style-type: none"> <li>➤ Have a <b>two kingdom</b> concept of the living world.</li> <li>➤ Have a <b>broader concept of 'animal'</b>, likely to include <b>invertebrates</b>.</li> <li>➤ Have a <b>broader concept of 'plant'</b>, likely to include <b>trees, grasses and mosses</b>.</li> <li>➤ <b>Name</b> some plants in non-local habitats.</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Describe</b> the main functions of organs of the plant (e.g. stamen). They <b>explain</b> how these functions are <b>essential to the organism</b>.</li> <li>• <b>Recognise</b> that there is a <b>great variety of living things</b> and <b>understand</b> the importance of <b>classification</b>.</li> <li>• <b>Explain</b> that different organisms are found in different habitats because of differences in environmental factors (e.g. the availability of light or water)</li> </ul>

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|  | <ul style="list-style-type: none"><li>➤ <i>Use and understand</i> the meaning of the terms '<b>consumer</b>' and '<b>producer</b>'.</li><li>➤ <i>Know</i> the <b>function of</b> some of the more complex <b>features which aid survival</b> in specific habitats (e.g. gills, blubber, camouflage).</li><li>➤ <i>Recognise</i> that <b>plants use energy from the Sun</b> in the process of photosynthesis.</li></ul> |
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