

Objective	What it looks like
<p>K Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>L1: Children will have recognised what they know and what they need to find out about food chains; Children will have identified questions to be answered about food chains and will have decided how to answer them.</p> <p>L1: Children will have been introduced to the idea that environmental change affects living things; Children will have understood the link between sources of food and animal populations in an environment.</p> <p>L3: Children will have learned about food chains involving humans and will have defined the terms ‘predator’, ‘prey’, ‘producer’ and ‘consumer’; Children will have planned how to carry out an enquiry about the way that environmental change affects living things; Children will have started an investigation into how environmental change affects living things.</p> <p>L4: Children will have recognised how changes to the environment through fire and flooding can affect living things.</p> <p>L5: Children will have considered how humans can reduce the effects of changes to the environment; Children will have</p>

	<p>reported their findings and used evidence to note how a small change in the environment can affect living things.</p> <p>L6: Children will have identified the likely impact of a house-building programme on living things in a pond and evaluated two possible ways to reduce the effects of the changes.</p>
<p>K Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>L1: Children will have recognised what they know and what they need to find out about food chains; Children will have identified questions to be answered about food chains and will have decided how to answer them.</p> <p>L1: Children will have been introduced to the idea that environmental change affects living things; Children will have understood the link between sources of food and animal populations in an environment.</p> <p>L2: Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>L3: Children will have learned about food chains involving humans and will have defined the terms ‘predator’, ‘prey’, ‘producer’ and ‘consumer’; Children will have planned how to carry out an enquiry about the way that environmental change affects living things; Children will have started an investigation into how environmental change affects living things.</p>
<p>WS Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>L1: Children will have recognised what they know and what they need to find out about food chains; Children will have identified questions to be answered about food chains and will have decided how to answer them.</p>

<p>WS Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p>L2: Children will have researched food chains and described features shared by all food chains.</p>
<p>WS Setting up simple practical enquiries, comparative and fair tests</p>	<p>L3: Children will have learned about food chains involving humans and will have defined the terms ‘predator’, ‘prey’, ‘producer’ and ‘consumer’; Children will have planned how to carry out an enquiry about the way that environmental change affects living things; Children will have started an investigation into how environmental change affects living things.</p>
<p>WS Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>L5: Children will have considered how humans can reduce the effects of changes to the environment; Children will have reported their findings and used evidence to note how a small change in the environment can affect living things.</p>

Science – Packham, Walters & Tull Class

Summer 1

Dangers to living things: ‘How can changes to the environment affect the things that live there?’