

Major Focus - Living things and the Processes of Life
Strand - Interaction of Living things with their environment

Strand	Attainment target	Page	Level	Pupil experiences	Assessment	Evaluation
Interaction of living things with their environment	Give examples of how to care for living things and their environment	WHAT	A	Activity - identify that a healthy tree needs sun, water, roots, leaves, bark and care.	Correctly identifying a tree's needs	
Interaction of living things with their environment	Recognise and name some common plants and animals found in the local environment	WHERE	A	Activity - identify the living things within the woods	Completed scrapbook (can be printed out for assessment evidence)	
Interaction of living things with their environment	Give examples of feeding relationships found in the local environment	WHERE	B	Activity - through text and sound identify some feeding relationships within the woods	Adult can ask for examples	
Interaction of living things with their environment	Give some examples of seasonal change that take place in the appearance of plants	WHEN	A	Activity - establish the difference between deciduous and evergreen and identify seasonal appearances	Clicking and dragging the correct picture to the correct tree.	
Interaction of living things with their environment	Give examples of feeding relationships found in the local environment	WHEN	B	Activity - identify the correct food for the red squirrel	Pine cones collected for the winter	
Interaction of living things with their environment	Give examples of feeding relationships found in the local environment	WHY	B	Activity - identify variety of life supported by dead wood environment	Completed quiz means the beetle escapes! (2 quiz levels)	

Minor Focus - People and Place
Strand - Human-physical interactions

Strand	Attainment target	Page	Level	Pupil experiences	Assessment	Evaluation
Human-physical interactions	Describe how land is used in and around the school/home	WHAT WHERE WHY WHEN	A	Establish that woodlands are alive, changing and vibrant.	Children understand that woodlands are alive and an important land use.	

ICT FORWARD PLAN

Strand	Main features of the strand	Attainment target	Level	Assessment	Evaluation
Using the technology	The computer interface	Use a mouse to point/click and navigate through suitable applications	A	Successful navigation of website	
	Hardware and responsible use	Start up/shut down the computer	A	Safe use	
	Computer peripherals	Print by clicking a 'print' button	A	Printed scrapbook in WHERE section	
	The computer interface	Use menus and further mouse controls	B	Double click, drag icons.	
	Hardware and responsible use	Start and close an application	B	Responsible access	
Searching and researching	Where to search	Recognise information can be found electronically	A/B	Regular, independent access to websites	
	How to search	Look at websites with teacher help	A	Level of support required	
	How to search	Use bookmarks set by the teacher to access websites	B	Teacher observation	
	How to extract information	Discuss important features of the site and begin to use extracted information	A/B	Ways in which learning has been used	
	How to evaluate the results	Ask questions and check information from a variety of sources	A	Confirmation of learning	
Controlling and modelling	Control software and operations	Use the mouse pointer in different directions and to reposition graphics	A/B	Pupils able to apply learning in each section	