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| **St Columba’s Primary School Progression Planner**  **Term 4 2016/17 Science – Food Chains**  **Experiences and Outcomes SCN 1-02a, SCN 2-02a** | | | | | | | |
| **Step 1** | **Step 2** | **Step 3** | **Step 4** | **Step 5** | **Step 6** | | **Step 7** |
| To be able to explain that plants get their energy from the sun | To describe the relationship between plants, food chains and energy from the sun | To be able to discuss the relationship between producers and consumers | To be able to explain primary, secondary and tertiary consumers and decomposers in a food chain  To be able to create a food chain | To be able to classify animals as herbivores, carnivores and omnivores  To be able to identify the links between organisms that belong to a number of food chains | To be able to explain and construct a food web showing the relationship between a number of organisms | | To be able to explain and construct a food web showing the relationship between a number of organisms, showing what impact removing one part of a food chain or food web |
| **Success Criteria I can…** | | | | | | | |
| * After investigations, I can explain what a plant needs to survive | * I can select an animal and make a list of what they may eat * I can identify what might eat a particular plant or animal * I can organise a food chain, using arrows, to indicate where the energy is going | * I can use key vocabulary (producer, primary consumer, secondary consumer) * I can classify organisms into the above headings | * I can use advanced key vocabulary (primary, secondary and tertiary decomposer and consumer) * I can use the above key vocabulary to create and label a food chain | * I can classify animals into three categories: carnivore, herbivore and omnivore * I can explain the link between food chains and food webs | * I can create a simple food web, showing the relationship between a number of organisms | * I can predict the effect a change in one food chain may have on the entire eco system | |
| **Assessment** | **Opportunities** |  |  |  |  | | |
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