NAME: _____

SCIENCE	
LIFE PROCESSES & LIVING THINGS	**P7**

- Identify 8 facial features ……
- Identify leaf, flower, roots of a plant……..
- Sort 4 pictures – 2 facial features and 2 plant parts onto outline of face and plant …….
- Sort pictures of animals and plants into their environments *e.g. fish into water, birds on nest, plants in soil, etc* ……
- Can identify edible items from a selection of living things *e.g. apple, pansy, worm* ……
- Describe a plant/animal giving 3 attributes…….
- Use magnifying glass to identify 1 observable feature of plants, minibeasts ……
- Use a magnifying glass to identify 1 observable difference between: 2 flowers/leaves…….. 2 minibeasts …….
- Sort pictures into plants and animals ……..
- Sequence a series of 3 pictures showing human life cycle …….
- Link picture of a young animal with its parent …… ……

Performance Description - P7 **Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases, *e.g. which food to give which animal.* Pupils can demonstrate simple properties of light, sound and movement, *e.g. bright, noisy/quiet, fast/slow.* They make simple records of their findings, (for example, by putting pictures of an activity in sequence). They begin to make suggestions for planning and evaluating their work, *e.g. responding to the question 'Was that right or wrong?'* 'Showing', demonstrating', 'trying out', 'responding', etc., may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities. For some pupils this may mean directing an adult undertaking the task**

	Date		Date		Date		Date		Date
20% Achieved		**40% Achieved**		**60% Achieved**		**80% Achieved**		**Level Achieved**	