Science Skills and Knowledge Progressions for Year 1

|  |  |  |  |
| --- | --- | --- | --- |
| Skills Objectives | Topic covered in  | Pupils Working Towards Expectations | Pupils Exceeding Expectations |
| Observe and explain | - observe closely using their senses- observe and communicate changes over time (e.g. plant growth) |  |  |  |
| Grouping and classifying | -Name basic examples and features of objects, materials and living things- With help, decide how to sort and group objects, materials or living things- Say how things are similar or different based on their simple features |  |  |  |
| Questioning | -Ask simple questions about what they notice about the world around them |  |  |  |
| Planning and predict | -Begin to suggest some ideas e.g. which equipment to use, which materials to test from a selection- Talk about ways of setting up a test-With help, make a simple prediction about what will happen |  |  |  |
| Test and use equipment | -With help, carry out a simple test- Measure using non-standard units - Use simple equipment to observe (e.g. magnifying glasses, egg timers). |  |  |  |
| Reporting and recording | - use scientific language (from Year 1 PoS) and drawings to talk about or record what they have noticed. -Begin to annotate drawings-Complete a pre-constructed table |  |  |  |
| Analysing and explaining results | -Begin to use simple, scientific language to talk about what they have found out/why something has happened |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge Objectives** | Topic covered in  | Pupils Working Towards Expectations | Pupils Exceeding Expectations |
| Plants | -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees. |  |  |  |
| Animals including humans | - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |  |  |  |
| Everyday Materials | -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties. |  |  |  |
| Seasonal Changes | - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. |  |  |  |
| Plants | -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees. |  |  |  |
| Animals including humans | - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |  |  |  |