








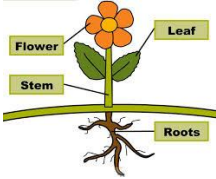
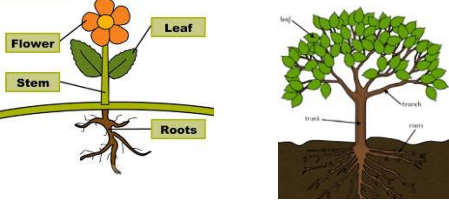
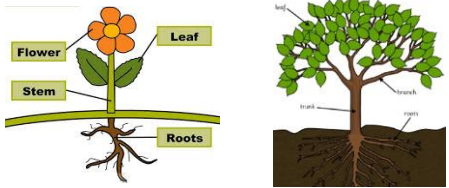


# Y1 – Life on Earth (animals)



SKILLS	ON THE WAY 😊	GOOD 😊	WOW! 😊
<p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals</p>	<p>I can name a variety of animals.</p> <p>I know that animals belong in special groups.</p> <p>I know that animals live in different places.</p>	<p>I can name lots of animals</p> <p>I know if an animal is a bird, mammal or fish.</p> <p>I know some features of those groups.</p> <p>I know that animals would not like to live in a different place</p>	<p>I can name many animals</p> <p>I can identify if an animal is a bird, fish or mammal and I know how those groups are different.</p> <p>I know that animals are adapted to their home.</p>
<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>I know that animals have fur, skin, feathers or scales.</p>	<p>I can usually say which animals have fur, skin, feathers or scales.</p>	<p>I know which animals have fur, skin, feathers or scales.</p>
<p>Identify and name a variety of animals that are carnivores, herbivores and omnivores</p>	<p>I know that animals eat different things.</p> <p>I can sort animals for some differences.</p>	<p>I know that animals eat meat, leaves and vegetables or both.</p> <p>I can sort animals in a variety of ways.</p>	<p>I can say if an animal is a carnivore, herbivore or omnivore.</p> <p>I can sort animals in a wide variety of ways.</p>
<p>Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>I can name basic human body parts.</p> <p>I can name the 5 senses.</p>	<p>I can label basic external parts of the human body</p> <p>I can say which part of the human body is associated with each sense.</p>	<p>I can identify similarities and differences between how animals, including humans, use their senses</p>

Year 1 Life on Earth - Science - Plants

 <p>SKILLS</p>	 <p>ON THE WAY </p>	 <p>GOOD </p>	 <p>WOW </p>
<p>Name and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>I can name the parts of a plant</p>  <p>I know that parts of plants look different on different plants</p>	<p>I can name the main parts of plants and trees.</p>  <p>I know that leaves are different shapes and I am beginning to identify those that are in the school grounds</p>	<p>I can name the main parts of plants and trees and describe what they do.</p>  <p>I can identify some common trees by their leaves</p>
<p>Identify and name wild and garden plants, including deciduous and evergreen trees</p>	<p>I can name the wild and garden plants that grow where I live. Eg. daisy, buttercup and dandelion</p> <p>I can name the trees that grow where I live. Horse chestnut, oak, pine I know that some trees lose their leaves and some are evergreen.</p>	<p>I can name the wild and garden plants that grow where I live and tell them apart. Eg bluebell, poppy, clover, nettle, dock, cow parsley</p> <p>I can name the deciduous and evergreen trees that grow where I live. Eg. cherry, apple, weeping willow</p>	<p>I can explain why some trees are evergreen and some trees are deciduous.</p>

Year 1 Life on Earth - Art

SKILLS	ON THE WAY	GOOD	WOW
PATTERN – use a range of materials creatively to design and make products. Use a wide range of patterns .	I can re-create patterns using natural materials	I can create patterns using natural materials inspired by Andy Goldsworthy	I can design and create my own patterns using natural materials inspired by Andy Goldsworthy
DRAWING - (LINE, SHAPE) use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.			
PAINTING (COLOUR AND SPACE) use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect			
ARTISTS Link their products to well-known artists. Attempt to make links to the local artistic community			