

# Skills and Knowledge Progression

## Science: Year 1



Standard	Working at the expected standard (emerging, developing, secure)				Working at greater depth within the expected standard
<b>Working Scientifically</b>	Asking simple questions and recognising that they can be answered in different ways.				Pupils can use and apply scientific knowledge and skills after discussion with the teacher with <b>increasing independence</b> : <ol style="list-style-type: none"> <li>1. Collect data relevant to the answering of questions.</li> <li>2. Answer enquiry questions using data and ideas.</li> <li>3. With assistance, draw and label diagrams.</li> <li>4. Conduct simple tests.</li> <li>5. Ask simple questions that can be tested.</li> <li>6. Suggest different ways of answering question.</li> </ol>
	Observing closely, using simple equipment.				
	Performing simple tests.				
	Identifying and classifying.				
	Using their observations and ideas to suggest answers to questions.				
	Gathering and recording data to help in answering questions.				
<b>Plants</b>	1. Name a variety of local wild and garden plants.				<ol style="list-style-type: none"> <li>1. Identify and notice similarities between various local plants.</li> <li>2. Identify and notice similarities in the structure of various local plants.</li> <li>3. Research further examples to add to the categories: 'living', 'dead' and 'things that have never been alive'.</li> </ol>
	2. Know the difference between deciduous and evergreen trees.				
	3. Name 4 parts of the flowering plant.				
<b>Animals, Including Humans</b>	1. Name a variety of common animals including fish, amphibians, reptiles, birds and mammals.				<ol style="list-style-type: none"> <li>1. Compare key features of familiar and unfamiliar animals.</li> <li>2. Suggest how the senses are used in an activity such as eating.</li> </ol>
	2. Name a variety of common animals that are carnivores, herbivores and omnivores.				
	3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).				
	4. Name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.				
<b>Everyday Materials</b>	1. Know the difference between an object and the material from which it is made.				<ol style="list-style-type: none"> <li>1. Compare the same object made from different materials in terms of its effectiveness.</li> <li>2. Identify typical uses of a range of materials. Compare the physical properties of different everyday materials.</li> <li>3. Use simple physical properties to suggest classification of materials.</li> </ol>
	2. Name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.				
	3. Describe the simple physical properties of a variety of everyday materials.				
	4. Sort a variety of everyday materials on the basis of their simple physical properties.				

<b>Seasonal Changes</b>	1. Record changes across the four seasons.				1. Recognise changes within seasons as well as between seasons. 2. Make and test predictions relating to changing day length and weather patterns.
	2. Describe weather associated with the season.				
	3. Know daylight length varies across the seasons.				