

Year 1 Science assessment, Autumn 1

Working scientifically:

- (A1) asking simple questions and recognising that they can be answered in different ways
- (A2) observing closely, using simple equipment
- (A4) identifying and classifying

Enquiry type:

- Observing over time*
- Research using secondary resources*
- Identifying, classifying and grouping*

Plants:

- *I can see and talk about how the trees and plants are changing during Autumn. (E1 & B1)
 - *I can use ID charts to identify and name trees and flowers I see in the local area. (B1)
 - *I can record a tree through drawing or another method of recording and label with its correct name. (B1)
 - *I can look at leaves and explain if they are from an ever-green tree or a deciduous tree and how I know by describing the shape and look of the leaves. (B1)
 - *I can identify and verbally name a tree trunk, branches, leaves, roots and bark. (B2)
 - *I can dissect a plant and verbally name the roots, stem, leaves and petals. (B2)
 - *I can compare plants and recognise that the parts of a plant do not always look the same. (B2)
 - *I can identify and name a bulb and a seed, recognising similarities and differences. (B3)
 - *I can plant a seed and watch it grow by drawing what I see over a period of time. (B3)
 - *I can compare the growth of my plant to others that have been planted at the same time. (B3)
- GD:
- *I can use reasoning skills to explain why the class plants may look different and have grown at different rates.
 - *I can *begin* to explain some of the things my plant needs to grow.
 - *I can explain how and why deciduous trees and evergreen trees are different. E.g. One changes colour and loses its leaves.

Animals, including humans:

- *I can explain the difference between wild animals and pets. (C3)
 - *I can ask and verbally share questions about animals and the way they look. (A1)
 - *I can *begin* to recognise similarities and differences between how animals look. (C3)
 - *I can work in a **group** to place animals that look similar together. (C3)
 - *I can look at animal groups (mammals, birds, fish, reptiles and amphibians) and verbally discuss how the animals within the same group look similar to one another and have similar features. E.g. Birds have wings and feathers. (C3)
 - *I can look at animal groups (mammals, birds, fish, reptiles and amphibians) and correctly identify and name *some* of the animals within these groups. (C1)
 - *I can identify and name an animals body parts using scientific vocabulary such as eyes, beak, feathers, wings, talons. (C3)
 - *I can explain what a carnivore, omnivore and herbivore eats. (C2)
 - *I can work in a **group** to sort animals into carnivores, omnivores and herbivores. (C2)
 - *I can simply explain the difference between the words healthy and unhealthy by recognising one is good for my body and one isn't. (C7)
 - *I know that fruit and vegetables are healthy for my body. (C7)
 - *I understand that some people eat parts of animals as food. (C7)
 - *I understand that exercise and washing keeps my body healthy. (C7)
 - *I can use the word 'germs' when discussing cleaning my body. (C7)
- GD:
- *I can *begin* to notice and describe similarities and differences between animals and humans.
 - *I can identify and name some animals that are sometimes kept as pets but can also be found in the wild.
 - *I can name the animals that are used for food and in what way. E.g. A cow is used for beef and milk.

Seasonal changes:

- *I can name and correctly order the four seasons. (E1)
 - *I can talk about and explain the weather I would expect to see during each season. (E2)
 - *I can use suitable vocabulary to describe the weather including rain, sun, cloud, rainbow, snow, wind, storm, lightning, thunder, hot and cold. (E2)
 - *I can see and talk about how the trees and plants are changing during Autumn and Winter. (E1 & B1)
 - *I can observe and talk about how the evenings and mornings get darker during Autumn. (E2)
- GD:
- *I can explain why trees and plants change during Autumn and Winter.
 - *I can use my learning of the seasons to discuss how Autumn and Winter affects some animals and why.

Year 1 Science assessment, Autumn 2

Working scientifically:

- (A2) observing closely, using simple equipment
- (A3) performing simple tests
- (A4) identifying and classifying
- (A6) gathering and recording data to help in answering questions.

Enquiry type:

Research using secondary resources
Identifying, classifying and grouping
Comparative testing

Uses of everyday materials:

- *I recognise that materials are all around us. (D2)
- *I can identify and name the materials objects in my classroom are made from including objects made from wood, glass, metal and plastic. (D1 & D2)
- *I can sort and group objects together that are made from the same material. (D1 & D2)
- *I can look at an object and describe the way the material it is made from looks and feels describing the simple properties. (D3)
- *I can recognise that different materials can have similar properties and can sort materials based on their simple properties. E.g. Placing all smooth materials together. (D4)
- *I can conduct a simple test to see if water goes through a range of materials or not and *begin* to use the terms 'waterproof' and 'not waterproof' when discussing the results. (D2, D3, A3 & A5)
- *I can understand and use the vocabulary 'opaque' and 'transparent'. (D3)
- *I can work in a group to conduct an experiment to decide if a material is opaque or transparent. (D2 & D3)
- *I can work in a group to record if a material is opaque or transparent. (A6 & D3)

GD:

- *I can recognise that some materials are translucent and use the correct vocabulary to describe this.
- *I can use my ideas, observations and knowledge of material properties to explain why I think water is or is not going through a material.
- *I can use reasoning to explain why I think the light can go through a material or why the light is unable to go through a material.

Year 1 Science assessment, Spring 1

Working scientifically:

- (A2) observing closely, using simple equipment

Enquiry type:

Research using secondary resources

Animals, including humans:

- *I can draw around my body with a partner and verbally identify and name my body parts including my face, ears, eyes, hair, mouth, teeth, neck, chest, stomach, shoulders, elbows, wrist, knee, ankle, legs, shin and thigh. (C4)
- *I can recognise which body parts are associated with a sense. E.g. I know my eyes let me see. (C4)
- *I can complete a practical activity and describe what I can see, taste, smell, feel and hear. I can explain which body part and sense I am using for my description. (C4)

GD:

- *I recognise how we rely on particular senses for certain tasks e.g. when preparing food we mainly use our sight, touch and smell.
- *I can describe to a peer how I am using my senses and which body parts.
- *I can use scientific thinking to explain what might happen without a body part or one of the senses.

Year 1 Science assessment, Spring 2

Working scientifically:

- (A1) asking simple questions and recognising that they can be answered in different ways
- (A2) observing closely, using simple equipment
- (A3) performing simple tests
- (A4) identifying and classifying
- (A6) gathering and recording data to help in answering questions.

Enquiry type:

- Observing over time*
- Pattern seeking*
- Research using secondary resources*
- Identifying, classifying and grouping*
- Comparative testing*

Animals, including humans:

- *I can draw my body, name, identify and label my body parts. (C4)
- *I can draw somebody else's body and label their body parts. (C4)
- *I can name the senses and match the correct body part to a sense. (C4)
- *I can describe ways in which my senses are used everyday and how they can help to keep me safe. E.g. when walking to school. (C4)
- *I can use appropriate vocabulary related to senses to describe how something tastes, smells, feels, looks or sounds. E.g. describing a taste as sweet or sour. (C4)
- *I can use my senses to guess what I am tasting/smelling/hearing/feeling and compare to the predictions of my peers. (C4)
- *I can group items that taste/smell/feel/look/sound similar to one another. (C4 & A4)
- *I can compare my height to my peers. (A6)

GD:

- *I can recognise and name the five different tastes the tongue can sense; sweet, savoury, salty, sour and bitter.
- *I can recognise what I would not be able to do without one of my body parts or senses. I can recognise how some people live without one or more of their senses and what they have to aid them.
- *I can use my learning and thinking skills to answer a question or problem. E.g. odd one out, true or false.

Seasonal changes:

- *I understand and can explain how plants and trees change during each of the seasons. (E1)
- *I can explain how the changes in sunlight and temperature throughout seasons causes the leaves on some trees to change colour. (E2)
- *I can explain how to stay safe in the sunshine; explaining how to protect my skin and eyes as well as why this is important. (E2)
- *I can observe local nature and identify the signs of Spring and how things change including plants, insects and animals. (E1)
- *I understand that clocks change during the year and that sun rise becomes later whilst sun set becomes earlier in the winter time but daylight hours are longer during Spring. (E2)
- *I can conduct a weather experiment and record data to then identify and discuss any patterns. (E2, A2, A3 & A6)
- *I can keep a weather journal and use scientific vocabulary to discuss the weather. I can recognise any days that might have similar weather. (E2 & A5)

GD:

- *I can discuss **why** particular changes happen during each of the seasons.
- *I can use my learning and reasoning skills to explain what might happen if the type of weather was to change during a particular season. E.g. What would happen if it snowed all Summer? What would happen if Autumn and Winter was hot with no rain?
- *I can identify and discuss patterns in weather using my weather journal.

Year 1 Science assessment, Summer

Working scientifically:

- (A1) asking simple questions and recognising that they can be answered in different ways
- (A2) observing closely, using simple equipment
- (A3) performing simple tests
- (A4) identifying and classifying
- (A5) using their observations and ideas to suggest answers to questions
- (A6) gathering and recording data to help in answering questions.

Enquiry type:

*Research using secondary resources
Identifying, classifying and grouping
Comparative testing*

Plants:

- *I can identify and correctly name a range of wild and garden flowers including some of the following; cow parsley, daffodil, bluebell, lavender, dandelion, fuchsia and lily. (B1)
- *I can draw a diagram and label the different parts of a plant including the roots, stem, leaves, petals, fruit, flower, seed or bulb. (B2)
- *I can draw a diagram of a tree and label the parts including the trunk, branches, leaves, roots and bark. (B2)
- *I understand that plants can be food for humans and animals. (B1)
- *I can plant a seed or bulb to grow vegetables; I know it must be planted into soil and understand the seed/bulb needs water and sunlight to grow. (B4)
- *I can watch and record, through drawing, my seed/bulb change and verbally explain what happens as it grows. (B3)
- *I can compare vegetable plants and explain the different parts that humans use to eat explaining if the vegetable comes from the plant's flower, root, leaves or stem. (B2)
- *I can explain what the word evergreen means and how an evergreen tree looks during each season. (B1)
- *I can explain what the word deciduous means and how a deciduous tree looks during each season. (B1)
- *I can compare and explain the similarities and differences between evergreen and deciduous trees. (B1)

GD:

- *I can decide and represent different ways to sort and group flowers, plants or trees.
- *I can explain what I think might happen and what I might see if a plant didn't have one of the following: water, soil or sunlight.
- *I can use my learning of plants and scientific thinking skills to answer a question or problem. E.g. odd one out, true or false.

Animals, including humans:

- *I can notice and explain similarities and differences between animals; as well as between an animal and a human. (C3)
- *I can label the observable features and structure of animals. (C3)
- *I can make comparisons between animal groups (mammals, birds, fish, reptiles and amphibians). E.g. Reptiles have scales but mammals have fur. (C3)
- *I can independently name and sort animals into the correct category of mammals, birds, fish, reptiles and amphibians. (C1)
- *I can name and describe animals; using at least one feature to explain which animal group they belong to and how their structure helps me decide. E.g. an owl and a pigeon are both birds because they have wings. (C1)
- *I can identify which groups of animals are warm blooded and which are cold blooded. (C3)
- *I can observe and describe the shape and size of an animals teeth and understand how this can help me to predict what an animal eats.(C2)
- *I can independently group animals into categories of carnivore, omnivore and herbivore using their teeth to help. (C2)

GD:

- **I can decide and represent different ways to sort and group animals.
- *I can use my reasoning skills to explain why I think animal groups might have particular features. E.g. Why do you think reptiles have scales?
- *I can use my knowledge and understanding of animals to solve problems.

Uses of everyday materials:

- *I can identify and name a range of materials including wood, glass, metal, plastic, water, rock, brick, paper, fabric and foil. (D2)
 - *I can describe if a material is hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy or not bendy. (D3)
 - *I can sort and group materials with similar properties together. (D4)
 - *I can **begin** to understand the terms waterproof and absorbent. (D3)
 - *I can conduct an experiment to decide if a material is waterproof or not waterproof. (D3)
 - *I can conduct an experiment to decide if a material is absorbent or not absorbent. (D3)
 - *I can recognise and explain why it might be necessary to have a waterproof material or an absorbent material whilst providing examples of when these might be needed. E.g. Explain why an umbrella needs to be waterproof. (D1 & D5)
 - *I can use the results from an experiment to answer questions and to decide on the most suitable material for a given purpose. (D5)
 - *I can identify if a material is floating or sinking when placed in water. (D2 & D3)
- GD:
- *I recognise that some materials are natural and some are made.
 - *I can use my ideas, observations and knowledge of material properties to explain why I think a material is absorbent, waterproof, floats or sinks.