



Year One Science Progression Steps

Year 1	Developing	Expected Standard	Exceeding	Scientific Language
<p><u>Animals, including humans (Biology)</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</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>	<ul style="list-style-type: none"> • Pupil can point to different parts of the body and suggest names • Pupil knows that not all animals eat the same food types and that some eat only meat and other plants • Pupil begins to identify that we have different senses • Pupil can identify some similarities and differences in the animals they see around them and may loosely group them according to these features • Pupil begins to identify that we have different senses • Pupil can identify some similarities and differences in the animals they see around them and may loosely group them according to these features 	<ul style="list-style-type: none"> • Pupil can identify and name the main parts of the human body and their functions • Pupil can explain the difference between carnivores, herbivores and omnivores and give examples of animals in each group • Pupil recognises that we have 5 different senses and explain which part of the body is associated with each • Pupil recognises the different features/structure of common animals and can use these to group some animals they see around themselves 	<ul style="list-style-type: none"> • Pupil can name and identify the location of some internal features of the body as well as all external features • Pupil begins to recognise that animals are consumers and part of a food chain for other animals • Pupil can accurately name each sense and explain why we need these senses to keep us safe and alive. • Pupil can accurately name the different features of each animal group and can name each group whilst explaining their differences 	<p>animals; human; fish; reptile; amphibian; bird, mammal; vertebrate; invertebrate; carnivore; omnivore; herbivore; feathers; scales; fur; hair; touch; skin; taste; mouth, tongue; hear; sight; smell; nose; ear; eye; face; leg; foot; ankle; knee; toe; arm; hand; finger; thumb; head; neck; elbows; environment; habitat; pets; wild; sweet; salty; sour; bitter; rough; smooth; dry; wet; moist; hot; cold; icy; consumer; food chain.</p>
<p><u>Everyday Materials (Chemistry)</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple everyday physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<ul style="list-style-type: none"> • Pupils understand that some materials are not natural • Pupil can identify several materials and may be able to name objects made from these materials • Pupil has a limited vocabulary to express the properties of materials • Pupil is unable to say why a material is appropriate to use in making an object 	<ul style="list-style-type: none"> • Pupil can identify a range of natural and man-made materials from which objects are made Pupil is aware that objects are made from certain materials dependent on their properties • Pupil can use a range of vocabulary to describe the properties of materials • Pupil suggests different ways to investigate the properties of materials to test if they would be suitable for making an object 	<ul style="list-style-type: none"> • Pupil confidently groups objects made from materials with similar properties • Pupil can give reasons for why objects are made from particular materials according to their properties • Pupil has a wide-ranging vocabulary to accurately describe the properties of materials • Pupil can suggest suitable materials to use when making a new object with a clearly defined purpose 	<p>materials; properties; hard; soft; stretchy; elastic; stiff; shiny; dull; rough; smooth; bendy; not bendy; flexible; rigid; solid; liquid; waterproof; absorbent; not absorbent; transparent; opaque; brick; wood; plastic; metal; fabric; wool; foil; elastic; man made; natural; manufactured; object.</p>

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<p align="center"><u>Plants (Biology)</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<ul style="list-style-type: none"> • Pupil can identify and name a limited number of plants usually requiring support • Pupil can use some vocabulary accurately to name parts of a plant (may not be consistent across a range of plants) • Pupil can recognise that some trees do/do not have leaves in winter 	<ul style="list-style-type: none"> • Pupil can identify and name accurately a range of plants • Pupil can accurately and consistently name the main parts of a plant over a range of plants • Pupil can name and use correct vocabulary to describe the features of some deciduous and evergreen trees • Pupil can identify that some plants found in the wild are not grown in gardens and vice versa 	<ul style="list-style-type: none"> • Pupil begins to notice similarities and differences between the plants they identify • Pupil can identify similarities in the structure of plants and begins to ask questions and seek answers to explain • Pupil can suggest some reasons for the differences between deciduous and evergreen trees • Pupil recognises some plants are cultivated in gardens and tries to explain why 	<p>plant; leaf/ves; flower; blossom; petal; fruit; bud; root; bulb; seed; trunk; branches; stem; wild; garden; common; tree; deciduous; evergreen; earth; soil; dead; healthy; alive; living; grow(ing);</p> <p><i>Pupils create lists of common flowers/plants seen in/around the local area with photographs of the plants at different times of the year/stages in their life cycle e.g. dandelion; daisy; buttercup; bluebell; dock; clover; grass; nettles</i></p>
<p align="center"><u>Seasonal Change (Physics)</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<ul style="list-style-type: none"> • Pupil knows that there are different seasons • Pupil knows that it is warmer in summer and colder in winter • Pupil can name some months associated with winter or summer • Pupil begins to understand that there is more daylight in summer and less in winter • Pupil understands that a weather map helps identify changes in the weather we may face 	<ul style="list-style-type: none"> • Pupil can describe the features of different seasons using correct vocabulary • Pupil compares and contrasts the different seasons • Pupil recognises which months are associated with different seasons • Pupil can explain the different weather, light and temperature associated with each season • Pupil records simple weather information on a chart or in a diary and explains the changes they observe 	<ul style="list-style-type: none"> • Pupil describes and explains how the different seasons affect plants, animals and humans • Pupil can talk about the seasons in the UK and is beginning to compare/contrast with seasons in different parts of the world. • Pupil can discuss features of the weather during each month and how it impacts upon their activities • Pupil begins to link the temperature to the amount of daylight and discuss how this affects the weather • Pupil uses information about the seasons and daily weather patterns they know to predict changes/expected conditions 	<p>autumn; winter; spring; summer; seasons; sun; light; day; night; rain; sleet; snow; blizzard; freezing; frost; ice; rain; mist; fog; wind; temperature; hot; cold; cool; weather; forecast; clouds; thunder; lightning; environment; air;</p>