

KEY STAGE 1

Knowledge, Skills and Understanding breakdown for Working Scientifically			
Year 1			
Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<p>Can they talk about what they <see, touch, smell, hear or taste>?</p> <p>Can they use simple equipment to help them make observations?</p>	<p>Can they perform a simple test?</p> <p>Can they tell other people about what they have done?</p>	<p>Can they identify and classify things they observe?</p> <p>Can they think of some questions to ask?</p> <p>Can they answer some scientific questions?</p> <p>Can they give a simple reason for their answers?</p> <p>Can they explain what they have found out?</p>	<p>Can they show their work using pictures, labels and captions?</p> <p>Can they record their finding using standard units?</p> <p>Can they put some information in a chart or table?</p>
Year 1 (Challenging)			
Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<p>Can they find out by watching, listening, tasting, smelling and touching?</p>	<p>Can they give a simple reason for their answers?</p>	<p>Can they talk about similarities and differences?</p> <p>Can they explain what they have found out using scientific vocabulary?</p>	<p>Can they use ICT to show their working?</p> <p>Can they make accurate measurements?</p>

Knowledge, Skills and Understanding breakdown for Life Processes and Living Things

Year 1

Animals, including humans		Plants	Variation and classification
<p>Can they point out some of the differences between different animals?</p> <p>Can they sort photographs of living things and non -living things?</p> <p>Can they classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</p> <p>Can they describe how an animal is suited to its environment?</p>	<p>Can they name the parts of the human body that they can see?</p> <p>Can they identify the main parts of the human body and link them to their senses?</p> <p>Can they name the parts of animal's body?</p> <p>Can they name a range of domestic animals?</p> <p>Can they classify animals by what they eat/ (carnivore, herbivore, omnivore)</p> <p>Can they compare the bodies of different animals?</p>	<p>Can they name the petals, stem, leaf and root of a plant?</p> <p>Can they identify and name a range of common plants and trees?</p> <p>Can they recognise deciduous and evergreen trees?</p> <p>Can they describe the parts of a plant (roots, stem, leaves, flowers)?</p>	<p>Can they sort some plants by size?</p> <p>Can they sort some animals by body covering, eg, scales, fur and skin?</p>
Year 1 (Challenging)			
Animals, including humans		Plants	Variation and classification
<p>Can they begin to classify animals according to a number of given criteria?</p> <p>Can they point out differences between living things and non-living things?</p>	<p>Can they name some parts of the human body that cannot be seen?</p> <p>Can they say why certain animals have certain characteristics?</p> <p>Can they name a range of wild animals?</p>	<p>Can they name the main parts of a flowering plant?</p>	<p>Can they sort some plants by those that can be eaten and those that cannot?</p> <p>Can they sort some animals on a simple branching diagram with features such as meat eaters and non meat eaters; swim and cannot swim?</p>

Knowledge, Skills and Understanding breakdown for Everyday Materials

Year 1

Everyday materials (classifying and grouping)

Can they describe materials using their senses?

Can they describe materials using their senses, using specific scientific words?

Can they explain what material objects are made from?

Can they explain why a material might be useful for a specific job?

Can they name some different materials?

Can they sort materials into groups by a given criteria?

Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Year 1 (Challenging)

Can they describe things that are similar and different between materials?

Can they explain what happens to certain materials when they are heated, eg, bread, ice, chocolate?

Can they explain what happens to certain materials when they are cooled, eg, jelly, heated chocolate?

Knowledge, Skills and Understanding breakdown for Physical Processes

Year 1

Electricity (non Statutory)	Movement (non Statutory)	Light	The Earth and beyond (non Statutory)
<p>Can they identify everyday appliances which use electricity?</p> <p>Can they recognise that electricity is an important source of light?</p>	<p>Can they describe and show how to make something move, eg push and pull?</p>	<p>Can they identify and name the sources of light?</p> <p>Can they identify and name sources of light that we can see?</p> <p>Can they explain what darkness is?</p> <p>Can they compare sources of light? (brightest, duller, darker, lighter)</p> <p>Can they observe and describe shadows during the day?</p>	<p>Do they know that the sun lights up the Earth?</p> <p>Can they stay safe when observing the Sun?</p> <p>Can they describe how the Sun moves across the sky?</p>

Year 1 (Challenging)

Electricity (non Statutory)	Movement (non Statutory)	Light	The Earth and beyond (non Statutory)
<p>Can they explain how electricity helps us at home and at school?</p>	<p>Can they describe and explain changes in movement as a result of an action?</p>	<p>Can they describe changes in light that result from action/s?</p> <p>Can they describe how light and temperature are different during the night and day?</p>	<p>Do they know that the sun moves across the sky during the day?</p> <p>Can they explain why they can't see stars in the day time?</p>