



Science Progression in Year 1: by curriculum objective

Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Working Towards – 1	Working At – 2 (Fundamental knowledge)	Exceeding – 3	Topic ideas
Can identify some plants that grow wild and those commonly grown in a garden	Can identify and name common wild and garden plants	Can think of some ways to categorise plants	Grow a variety of plants, observing their growth throughout the year
Can differentiate between trees, looking at leaf and tree structure	Can identify and name common trees	Can talk about similarities and differences between deciduous and evergreen trees	Design a garden for someone who likes privacy and bright autumn colours
Knows that some trees keep their leaves year-round and others do not	Can identify and name which trees are evergreen and which are deciduous		Consider local habitats and what grows there

Identify and describe the basic structure of a variety of common flowering plants, including trees

Working Towards – 1	Working At – 2 (Fundamental knowledge)	Exceeding – 3	Topic ideas
Can identify and name some basic plant and tree parts, including leaves, flowers, fruit, roots, trunk, branches, stem	Can identify and name plant and tree parts, including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem	Can identify plant and tree parts across a range of different plants and trees, and talk in basic terms about what the different parts of a plant do	



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Animals, including humans

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Working Towards – 1	Working At – 2 (Fundamental knowledge)	Exceeding – 3	Topic ideas
Can identify and name some common pet animals including fish, amphibians, reptiles, birds and mammals	Can identify and name common animals including fish, amphibians, reptiles, birds and mammals	Can think of some ways to categorise animals e.g. wild animals, pet animals	
Know that some animals live in the wild and would not suit being pets	Can identify and name animals that live in the wild and those that live as pets	Can talk about similarities and differences between different types of common animals	

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Working Towards – 1	Working At – 2 (Fundamental knowledge)	Exceeding – 3	Topic ideas
Knows the difference in diet between carnivores, herbivores and omnivores	Can identify and name common animals that are carnivores, herbivores and omnivores	Can consider what environments suit animals with different diets	
Understands that animals have different diets			



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Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Working Towards – 1	Working At – 2 (Fundamental knowledge)	Exceeding – 3	Topic ideas
Can identify that fish, amphibians, reptiles, birds and mammals, including pets, are different kinds of animal	Can describe (body parts and appearance) common animals, including fish, amphibians, reptiles, birds and mammals, including pets	Can identify a wide variety of common animals, and talk in basic terms about why they are different to each other e.g. <i>a bird has wings because it can fly, a fish does not have wings because it cannot fly underwater</i>	
Notices that there are differences between different kinds of animal	Can compare and describe differences between types of common animals, e.g. how is a fish different to a bird?		

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Working Towards – 1	Working At – 2 (Fundamental knowledge)	Exceeding – 3	Topic ideas
Can identify, name and label some of the parts of the human body, including head, arms, legs, ears, eyes, hair, mouth, teeth	Can identify, name, draw and label the parts of the human body, including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth	Knows and can describe the purpose of some basic parts of the human body e.g. teeth are for chewing	
Knows that there are different senses	Can name which parts of the body are associated with the senses		



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Everyday materials

Distinguish between an object and the material from which it is made

Working Towards – 1	Working At – 2 (<i>Fundamental knowledge</i>)	Exceeding – 3	Topic ideas
Beginning to notice objects are made from a material, and the material is not the same as the object	Can distinguish that an object is made from a material or more than one material	Considers why an object is made from that material	

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Working Towards – 1	Working At – 2 (<i>Fundamental knowledge</i>)	Exceeding – 3	Topic ideas
Can see that everyday materials are different including wood, plastic, metal, water	Can identify and name everyday materials including wood, plastic, glass, metal, water and rock	Knows of other materials including brick, paper, fabrics, elastic, foil	

Describe the simple physical properties of a variety of everyday materials

Working Towards – 1	Working At – 2 (<i>Fundamental knowledge</i>)	Exceeding – 3	Topic ideas
Can look at two different everyday materials and notice differences between the two, beginning to use scientific language to describe them	Can describe everyday materials using properties such as hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.	Considers why the properties of a material make it suitable as a material for an object	



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Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Working Towards – 1	Working At – 2 (<i>Fundamental knowledge</i>)	Exceeding – 3	Topic ideas
Can group everyday materials together based on their similarities, e.g. shiny materials, strong materials	Can compare and group everyday materials based on similarities and differences in their physical properties	Uses their knowledge of everyday materials to answer scientific questions such as, “what is the best material for an umbrella? ... a bookshelf?” etc	



Science Progression in Year 1: by curriculum objective

Seasonal changes

Observe changes across the four seasons

Working Towards – 1	Working At – 2 (<i>Fundamental knowledge</i>)	Exceeding – 3	Topic ideas
Knows that there are four seasons throughout our year and that the natural world changes over time	Observes changes in the natural world across the four seasons	Observes, describes, and begins to explain changes in the natural world across the four seasons	

Observe and describe weather associated with the seasons and how day length varies.

Working Towards – 1	Working At – 2 (<i>Fundamental knowledge</i>)	Exceeding – 3	Topic ideas
Observes the weather and makes comment on it throughout the four seasons	Observes and describes different weather that is associated with seasonal change	Observes and describes different weather associated with the seasons, and makes predictions about seasonal weather based on this knowledge	
Knows that there is a day and night cycle	Observes and describes how day length varies	Observes and describes how and when day length varies	