Kingfisher CE Academy Year 1 Science Assessment

	Everyday Materials (Term 1 & 2)	Seasonal changes (Term 3)	Plants (Term 4 & 5)	Animals including Humans (Term 6)	Working Scientifically
National Curriculum	- distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees.	- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- asking simple questions and recognising that they can be answered in different ways - 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
Key Assessments	- I can distinguish between an object and the material from which it is made. - I can describe materials using my senses (touch, sight, smell, sound). - I can describe materials using my senses, using scientific words. - I can explain what material objects are made from and compare similarities and differences. - I can explain why a material might be useful for a specific job. - I can name different everyday materials. - I can sort materials into groups. -I can explain how solid shapes can be changed.	- I can observe changes across the four seasons. - I can name the four seasons in order. - I can observe and describe weather associated with the seasons. - I can observe and describe how day length varies and why. - I can explain and understand sun safety.	- I can name the petal, stem, leaf, bulb, flower, seed, stem and root of a plant. - I can identify and name common UK plants and trees. - I can recognise and compare deciduous and evergreen trees. - I can name the trunk, branches and root of a tree. - I can describe the parts of a plant (roots, stem, leaves, flowers).	- I can point out some of the differences between animals. - I can sort living things and non-living things. - I can identify and name a variety of common animals - I can describe how an animal is suited to its environment. - I can identify and name and classify a variety of common animals that are carnivores, herbivores and omnivores. - I can name the parts of the human body I can see. - I can identify the main parts of the human body and link them to my senses. - I can name the parts of an animal's body - I can name a range of domestic animals. - I can compare the bodies of different animals.	- While exploring, I can ask and where appropriate answer questions. - I can use practical resources to conduct fair tests. - I can use my observations to compare and group objects and living things. - I can observe and take measurements using comparisons and non-standard units. - I can record my observations using photographs, videos, labelled diagrams or in writing. - I can record my measurements using tables, pictograms, tally charts and block graphs. - I can offer conclusions about data by recognising 'biggest and smallest, best and worst'. - I can use my knowledge and experiences to support my data collected to answer a question. - I can use my results to draw simple conclusions and raise further questions. - I can report on my findings using oral and written explanations.