

Science

Year 1

To have met the **expected** level, children need to have achieved the following statements.

Working Scientifically

Start to understand the importance of information from other sources.
Have an idea about what might happen.
Describe what I see, simple features of object, living things and events.
Use my senses to observe and compare objects, living things and events.
Use non-standard measures.
Talk about my work i.e. Things that are familiar, it is red, it's cold.
Draw pictures and simple charts e.g. Pictograms about my work.
Ask questions using words such as How? And Why?
Sort and group living things/materials.

Plants

I can name the leaf, flower, root and stem of a flowering plant.
Recognise that seeds grow into new plants.
I can say that plants are living and need water and light to grow.
I can name common plants, garden plants, wild plants and trees, including those that are known as deciduous and evergreen.
I can talk about the kinds of plants and animals I might find in the school grounds.
I can sort group and identify familiar living things according to observable features and properties.
(classification)

Animals Including Humans

I can describe features that a group of living things have in common e.g. mammals (classification)
I can describe difference and similarities between groups of children.
I can say that as I get older, I get taller and become an adult.
I can say that food and drink are necessary for life (humans and other animals).
I can sort a collection of plants or animals and non-living objects into two groups.
I can name a variety of common animals that are carnivores, omnivores and herbivores.
I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates and pets)
I can describe how they are suited to the environment.
I can name the visible parts of my body
I can name my five senses and describe objects and things in my world using my senses.

Seasonal Changes

I can observe the apparent movement of the Sun during the day.
I can name the four seasons.
I can observe changes across the four seasons.
I can make general observations about the weather.
I can observe and describe weather associated with the seasons and how day length varies.

Everyday Materials

I can distinguish between an object and the material from which it is made from.

I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.

I can describe the simple physical properties of a variety of everyday materials.

I can compare and group together a variety of every day material on the basis of their simple physical properties.

I can find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Year 2

To have met the **expected** level, children need to have achieved the following statements.

Working Scientifically

Use simple texts to find out information.

Suggest ways to find out more about things I want to know.

Use simple equipment with non-standard measures to help me.

Use equipment and make observations.

Carry out a simple test.

Describe observations and say whether I expected them.

Gather information and record findings on simple tables or charts etc.

Ask questions such as 'What will happen if?'

Begin to use scientific vocabulary.

Make comparisons between simple features of objects/materials/living things.

Plants

I can explain differences between living, dead & things that have never been alive.

I can say that seeds grow into plants like their parents.

I can apply scientific knowledge and understanding to grow healthy plants and describe that to stay healthy they need water, light and a suitable temperature.

I can say whether objects come from plant material that used to be alive or from something that has never been alive.

Animals Including Humans

I can describe the changes which occur as a baby grows into a child then an adult.

I can say that we need water, food and air to stay alive.

I can say that exercise, hygiene and eating the right amounts of different foods are important.

I can say that medicine can make me better if I take the right one and it is given to me by an adult.

Habitats

I understand the term habitat.

I can say that living things live in habitats which they are particularly suited.

I can describe how different habitats provide for the basic needs of different kinds of animals and plants.

I can say how animals and plants living in a habitat depend on each other.

I can describe how animals obtain their food from plants and animals (simple food chains)

I can identify and name different sources of food.

Everyday Materials

I can sort a collection of materials into groups on the basis of their simple properties.

I can identify a variety of uses for different materials.

I can classify a variety of common types of materials into naturally occurring and manufactured materials.

I can distinguish between materials which can be changed in shape by simple processes such as squashing and twisting and those which cannot.

I can compare the features of materials before and after the heating and cooling of these materials.

Forces and Motion

I can describe forces in terms of pushes and pulls.

I can give examples of forces such as pushing a car to make it move.

I can say that when I push down on a playdough ball it gets flattened and when I pull a playdough ball into a snake shape it gets thinner.

I can give examples of objects that can be changed in shape by forces.

I can describe how things move at different speeds, speed up and slow down.