

Year 1 Science Progression

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Plants			
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Identify and name a limited range of plants.	Identify a range of local plants.	Identify and notice similarities between various local plants.
Identify and describe the basic structure of a variety of common flowering plants, including trees	Identify and describe the basic structure of a common flowering plant.	Name parts of a range of familiar plants.	Identify and notice similarities in the structure of various local plants.
Living Things			
Explore and compare the differences between things that are living, dead, and things that have never been alive	Sort items into 'once living' and 'never lived'.	Compare and contrast a collection of items, sorting into categories: 'living', 'dead' and 'things that have never been alive'.	Research further examples to add to the categories: 'living', 'dead' and 'things that have never been alive'.

Animals including humans

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Identify and name a limited number of common animals.	Name a variety of common animals.	Identify common features of the main groups of vertebrates.
---	---	-----------------------------------	---

Year 1 Science Progression

Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Recognise the difference between carnivores, herbivores and omnivores.	Identify and group a range of familiar animals.	Suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore.
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Identify key features of one or two common animals.	Identify key features of a range of common animals.	Compare key features of familiar and unfamiliar animals.
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Describe each of the human senses.	Relate each of the human senses to organs.	Suggest how the senses are used in an activity such as eating.

Materials

Distinguish between an object and the material from which it is made	Identify the material from which an object has been made.	Correctly identify both object and material.	Compare the same object made from different materials in terms of its effectiveness.
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Identify and name a limited range of materials.	Identify and name a range of materials.	Identify typical uses of a range of materials.
Describe the simple physical properties of a variety of everyday materials	Recognise that a material has properties.	Describe a range of properties of a variety of materials.	Compare the physical properties of different everyday materials.

Year 1 Science Progression

Compare and group together a variety of everyday materials on the basis of their simple physical properties	Compare and contrast two everyday materials.	Classify a variety of materials into groups based on physical properties.	Use simple physical properties to suggest classification of materials.
Seasonal Changes			
Observe changes across the four seasons	Recognise that there are seasonal changes.	Describe seasonal changes.	Recognise changes within seasons as well as between seasons.
Observe and describe weather associated with the seasons and how day length varies	Recognise that day length alters in different seasons.	Relate weather patterns and day length to seasons.	Make and test predictions relating to changing day length and weather patterns.
Working Scientifically			
Planning Investigations: Ask simple questions when prompted (+)	Pupil can understand that questions can be answered by testing.	Pupil can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat.	Pupil can ask simple questions that can be tested.

Year 1 Science Progression

Suggest ways of answering a question (+)	Pupil can, with prompting, offer way of gathering evidence to answer a question.	Pupil can offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application.	Pupil can suggest different ways of answering question.
Conducting experiments: Make relevant observations (+)	Pupil can examine objects, when prompted.	Pupil can examine objects to note key features, e.g. observe growth of plants they have planted.	Pupil can examine carefully, e.g. using a hand lens.
Conduct simple tests, with support (+)	Pupil can recognise a simple scientific test.	Pupil can, with support, conduct simple tests, e.g. comparing the properties of different materials.	Pupil can conduct simple tests.
Recording evidence: With prompting, suggest how findings could be recorded (+)	Pupil can recognise the purpose of an experiment.	Pupil can, with prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length.	Pupil can, with assistance, draw and label diagrams.
Reporting findings: Recognise findings	Pupil can, with prompting, identify key findings from an enquiry.	Pupil can identify key findings from an enquiry, e.g. noting how plants have changed over time.	Pupil can identify and group key outcomes from an enquiry.

Year 1 Science Progression

Conclusions and Predictions: Gather and record data (+)	Pupil can collect data, when prompted.	Pupil can collect data, e.g. comparing and contrasting familiar plants.	Pupil can collect data relevant to the answering of questions.
Use observations to suggest answers to questions (+)	Pupil can, with prompting, suggest answers to enquiry questions using data.	Pupil can suggest answers to enquiry questions using data, e.g. describe how to group plants.	Pupil can answer enquiry questions using data and ideas.

