Science

Science									
Working Scientifically									
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Asking Questions	To be able to have my own ideas about what things are and why things happen	To be able to question what has happened and why things happen when given a scenario	To be able to ask my own simple questions to answer a given enquiry / theme developed with support	To be able to ask my own question around my own scientific enquiry	To be able to understand that my question can be answered in many ways					
Making Observations	To be able to create simple representations of my ideas and findings	To be able to observe change	To be able to observe similarities and differences	To be able to observe and record (using simple equipment) with support or as a class	To be able to notice patterns and relationships with support	To be able to make comparisons using simple measurements, using non-standard measure	To be able to draw a conclusion from my observations linked to my question / enquiry			
Identifying and Classifying Gathering and Recording Data	To be able to record their own observations using photograph or videos	To be able to label their own drawing / representation or one provided	To be practically sort and group using given criteria	To be able to use a range of scientific words when describing what is happening	To be able to use simple secondary sources e.g. identification sheets	To be able to record their own findings using a prepared table, pictogram, tally chart or block chart	To be able to use the results from a simple chart or graph to draw conclusions			
Biology										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Plants	To be able to explore a range of different plants in the environment through drawing and discussion	To be able to plant a seed and discuss the changes that they can see	To be able to explain how plants and trees can be identified	To be able to explain what a plant needs to survive	To be able to explain what will happen if a plant does not have its basic needs met					

Science Continued

Biology Continued										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Animals including humans	To be able to name and identify a range of different animals	To be able to sort animals between predator and prey using given criteria	To be able to categorise and name a range of common animals using the given criteria of herbivore, omnivore and carnivore	To be able to categorise and name a range of common animals using the given criteria of fish, amphibians, reptiles, birds and mammals	To be able to locate parts of the human body, including those that relate to the senses	To be able to describe and compare observable features of animals from a range of groups including the structure of a range of common animals	To be able to notice that animals, including humans, have offspring which grow into adults	To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	To be able to describe the importance of exercise, eating the right amounts of different types of food, and hygiene	To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Living things and their habitats	To be able to identify similarities and differences in relation to places, objects, materials and living things	To be able to recognise some environments that are different to the one in which they live	No Coverage in Year 1		To be able to explore and compare the differences between things that are living, dead, and things that have never been alive	To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	To be able to identify that most living things live in habitats to which they are suited and to be be able to describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other	To be able to identify and name a variety of plants and animals in their habitats, including microhabitats		
Chemistry										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Materials and their Properties	To be able to explore the natural world around them	To be able to describe what they see, hear and feel whilst outside	To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties	To be able to distinguish between an object and the material from which it is made	To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal water, and rock	To be able to compare and group together a variety of everyday materials on the basis of their simple physical properties	To be able to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	To be able to identify and compare the suitability of a variety of everyday materials for particular uses	To be able to describe the simple physical properties of a variety of everyday materials	

Science Continued

Physics										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Seasonal Changes	To be able to understand the effect of changing seasons on the natural world around them	To be able to observe changes across the four seasons	To be able to observe and describe weather associated with the seasons and how day length varies							