



## Year 1 Science progression document



### Working Scientifically skills which will be taught throughout the year

#### Key Stage One (Years 1 and 2)

- WS1: Asking simple questions and recognising that they can be answered in different ways
- WS2: Observing closely, using simple equipment
- WS3: Performing simple tests
- WS4: Identifying and classifying
- WS5: Using their observations and ideas to suggest answers to questions
- WS6: Gathering and recording data to help in answering questions.

### Working Scientifically Vocabulary

Question, Predict, Method, Variables, Fair Test, Record, Report, Conclusion, Evaluate, Investigate, Enquiry, Cycle, Observe, Identify, Classify, Sort, Group, Diagram, Chart, Data, Compare, Contrast.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b><u>Animals including humans</u></b></p> <p>A1: I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>A2: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p><b><u>Animals including humans</u></b></p> <p>A3: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>A4: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><b><u>Plants</u></b></p> <p>P1: I can identify and name a variety of common wild and garden plants, including deciduous and evergreen.</p> <p><b><u>Seasonal Change:</u></b> S1: Observe</p>	<p><b><u>Plants</u></b></p> <p>P2: I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b><u>Seasonal Change:</u></b> S1: Observe</p>	<p><b><u>Everyday Materials</u></b></p> <p>M1: I can distinguish between an object and the material from which it is made</p> <p>M2: I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><b><u>Everyday Materials</u></b></p> <p>M3: I can describe the simple physical properties of a variety of everyday materials.</p> <p>M4: I can compare and group together a variety of everyday materials on the basis of their simple</p> <p><b><u>Seasonal Change:</u></b> S1: Observe changes</p>

	<u>Seasonal Change:</u> S1: Observe changes across the four seasons.  S2: Observe and describe the weather associated with the seasons and how the day length varies.	<u>Seasonal Change:</u> S1: Observe changes across the four seasons.  S2: Observe and describe the weather associated with the seasons and how the day length varies.	changes across the four seasons.  S2: Observe and describe the weather associated with the seasons and how the day length varies.	changes across the four seasons.  S2: Observe and describe the weather associated with the seasons and how the day length varies.	<u>Seasonal Change:</u> S1: Observe changes across the four seasons.  S2: Observe and describe the weather associated with the seasons and how the day length varies.	across the four seasons.  S2: Observe and describe the weather associated with the seasons and how the day length varies.
Subject Specific Vocabulary						
Seasonal change vocabulary: Seasons Summer Spring Autumn Winter Weather Sun Day Moon Night Light Dark Rain Wind Snow Frost Sleet Fog Cloudy	Head Ear Eye Mouth Nose Leg Knee Arm Elbow Neck Face Teeth Hair Senses Fish Reptile Mammal Bird Amphibian Wings Beak	Fish Reptile Mammal Bird Amphibian Wings Beak Carnivore Herbivore Omnivore	Common plants Wild plants Deciduous Evergreen Environment Growth Leaves Flowers (blossom) Petals Fruit Roots Bulb Seed Trunk Stem Branches	Flowering plants Environment Growth Leaves Flowers (blossom) Petals Fruit Roots Bulb Seed Trunk Stem Branches	Object Material Wood Plastic Glass Paper Fabric Metal Rock Brick Elastic	Object Material Compare Hard/soft Stretchy/stiff Shiny/dull Rough/smooth Bendy/not bendy (flexible) Waterproof/not waterproof Absorbent/not absorbent Opaque/transparent Translucent

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