












Curriculum Year 1	Materials: Reflection Tests	Materials: Floating and Sinking	Plants: Structure	Seasonal Changes	Animals Including Humans: Classification	Animals Including Humans: Body Parts
Key Skill	Asking and Answering Questions	Comparative and Fair Testing 	Pattern Seeking 	Observing Over Time 	Identify and Classifying 	Research Using Secondary Resources 
Applied Skills						
Knowledge	Distinguish between an object and the material from which it is made. <ul style="list-style-type: none"> 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 	Distinguish between an object and the material from which it is made. <ul style="list-style-type: none"> 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 	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. 	Observe changes across the four seasons. <ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. Year 2 	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



Castercliff Primary Academy – Year 1 Science Progression.



	simple physical properties.	simple physical properties.			• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	
Sticky Knowledge 'Evidencing'	<ul style="list-style-type: none"> • Can use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?" • Can sort objects and materials using a range of properties • Can describe the properties of different materials 	<ul style="list-style-type: none"> • Can label a picture or diagram of an object made from different materials • Can choose an appropriate method for testing an object for a particular property 	<ul style="list-style-type: none"> • Can name trees and other plants that they see regularly • Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom • Can point out trees which lost their leaves and those that kept them the whole year • Can point to and name the parts of a plant, recognizing that they are not always the same e.g. leaves and stems may not be green • Can sort and group parts of plants using similarities and differences 	<ul style="list-style-type: none"> • Can use simple charts etc. to identify plants • Can collect information on features that change during the year • Can use photographs to talk about how plants change over time • Can name the four seasons and identify when in the year they occur • Can describe weather in different seasons over a year • Can describe days as being longer (in time) in the summer and shorter in the winter • Can describe other features that change through the year 	<ul style="list-style-type: none"> • Can name a range of animals which includes animals from each of the vertebrate groups • Can describe the key features of these named animals • Can label key features on a picture/diagram • Can write descriptively about an animal • Can write a What am I? riddle about an animal • Can describe what a range of animals eat • Can play and lead 'Simon says' • During PE lessons, can follow instructions involving parts of the body • Can label parts of the body on pictures and diagrams • Can explore objects using different senses 	<ul style="list-style-type: none"> • Can name a range of animals which includes animals from each of the vertebrate groups • Can describe the key features of these named animals • Can label key features on a picture/diagram • Can write descriptively about an animal • Can write a What am I? riddle about an animal • Can describe what a range of animals eat • Can play and lead 'Simon says'