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| <p><u>Year 1 Science 2019-2020</u></p> <p><i>Progression in Knowledge, skills and understanding</i></p>  | <p>Key vocabulary</p> |
| <p><u>Plants</u></p> <ul style="list-style-type: none"> • Name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant. • Identify and name a range of common plants and trees. • Recognise deciduous and evergreen trees. • Name the trunk, branches and root of a tree. • Describe the parts of a plant (roots, stem, leaves, flowers) <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • Identify some of the differences between different animals • Sort photographs of living things and non-living things. • Identify and name a variety of common animals. Can they describe how an animal is suited to its environment. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Name the parts of the human body that they can see. • Draw & label basic parts of the human body. | <p>TAKE FROM 'MAKING WORDS COUNT' SCHOOL IMPROVEMENT LIVERPOOL DOCUMENT FOR YEAR GROUP.</p> |

- **Identify the** main parts of the human body and link them to their senses.
- **Name** the parts of an animal's body.
- **Name** a range of domestic animal.

Classify animals by what they eat. (carnivore, herbivore, omnivore)

Compare the bodies of different animals.

Materials

- **Distinguish** between an object and the material from which it is made.
- **Describe** materials using their senses.
- **Explain** what material objects are made from.
- **Explain** why a material might be useful for a specific job.
- **Name** some different everyday materials, e.g. wood, plastic, and metal, water and rock.
- **Sort and group** materials into groups by a given criteria.
- **Explain** how solid shapes can be changed by squashing, bending, twisting and stretching.

Seasonal Change

- **Observe** changes across the four seasons.
- **Name** the four seasons in order.
- **Observe and describe** weather associated with the seasons.
- **Observe and describe** how day length varies.

Working Scientifically

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| <ul style="list-style-type: none">• Can they talk about what they <see, touch, smell, hear or taste>?• Can they use simple equipment to help them make observations? | <ul style="list-style-type: none">• Can they perform a simple test?• Can they tell other people about what they have done? | <ul style="list-style-type: none">• Can they identify and classify things they observe?• Can they think of some questions to ask?• Can they answer some scientific questions?• Can they give a simple reason for their answers?• Can they explain what they have found out? | <ul style="list-style-type: none">• Can they show their work using pictures, labels and captions?• Can they record their findings using standard units?• Can they put some information in a chart or table? |
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