

End of KS1 Science progression document.

To meet the expected standard the pupils must achieve ALL statements.

| Working Scientifically | Scientific knowledge |
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| <p>ask their own questions about what they notice</p> <p>use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:</p> <ul style="list-style-type: none">– observing changes over time– noticing similarities, differences and patterns– grouping and classifying things– carrying out simple comparative tests– finding things out using secondary sources of information <p>use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.</p> | <p>name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans</p> <p>describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults</p> <p>describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants</p> <p>identify whether things are alive, dead or have never lived</p> <p>describe and compare the observable features of animals from a range of groups</p> <p>group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships</p> <p>describe seasonal changes</p> <p>name different plants and animals and describe how they are suited to different habitats</p> <p>use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.</p> |