



Science learning Objectives: Year 1

PLANTS	
I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	
I can identify and describe the basic structure of a variety of common flowering plants, including trees.	
ANIMALS INCLUDING HUMANS	
I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	
I can identify and name a variety of common animals that are carnivores, herbivores and omnivores	
I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
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	
EVERYDAY MATERIALS	
I can distinguish between an object and the material from which it is made	
I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	
I can describe the simple physical properties of a variety of everyday materials	
I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	
SEASONAL CHANGES	
I can observe changes across the four seasons	
I can observe and describe weather associated with the seasons and how day length varies.	
SENSES	
I can identify, name and compare parts of our bodies	
I can describe, compare and group different edible materials by using the sense of taste	
I can explain how we use our senses to find out about the world around us	

SCIENTIFIC SKILLS		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 2
Observation & Conclusion	<p>Make observations Talk simply about what they see</p> <p>Answer simple questions about what they see</p> <p>Describe simple features with simple vocabulary– parts of the body, a tree</p> <p>Observe closely using simple equipment to help them – e.g. magnifying glass</p>						
Enquiry, Prediction, Testing	<p>Perform simple tests using simple equipment – e.g. a timer</p> <p>Talk about some reasons why things might happen, or why something has happened</p> <p>Understand basic safety rules when testing out their ideas</p>						
Data Collection	<p>Recognise that scientific ideas are more than guesses, and based on evidence</p> <p>Collect data when asked – e.g. a weather station</p> <p>Count data sets – trees in a field</p> <p>Sort data within given criteria – tall trees, wet days, blue eyes</p> <p>Remember and recall information</p> <p>Underline important facts</p>						
Recording	<p>Record what they have seen or done in different ways, including drawing and labelled diagrams</p> <p>Record some information onto a pre prepared chart</p> <p>Label objects according to simple criteria</p> <p>Record things they have seen or done from memory</p>						