Y1 Everyday Materials		Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly	Can name objects which are made out of one material		
	Can name some objects that can be made from different materials e.g. plastic, metal or wooden spoons		
	Can describe materials by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.		
Applying knowledge in familiar related contexts, including a range of enquiries	Can classify objects made of one material in different ways e.g. a group of object made of metal		
	Can classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials		
	Can Classify materials based on their properties		
	Can test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters		
	Key vocabulary: *Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through*		

Y2 Uses of everyday materials		Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly	Can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use Whilst changing the shape of an object can describe the action used		
	Can label a picture or diagram of an object made from different materials		
	Can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot		
	Can recognise that a material may come in different forms which have different properties		
Applying knowledge in familiar related contexts, including a range of enquiries	Can sort materials using a range of properties		
	Can explain using the key properties why a material is suitable or not suitable for a purpose		
	Can begin to choose an appropriate method for testing a material for a particular property		
	Can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?		
	Key vocabulary *Names of materials – increased range from year 1* *Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid* *Shape, push/pushing, pull/puling, twist/twisting, squash/squashing.*		

			Bend/bending, stretch/stretching		

Y1 Plants		Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly	Can name some local plants and trees		
	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, recognising that they are not always the same e.g. leaves and stems may not be green		
Applying knowledge in familiar related contexts, including a range of enquiries	Can sort and group parts of plants using similarities and differences		
	Can compare two leaves, seeds, flowers etc.		
	Can leaves, seeds, flowers etc. using a range of characteristics		
	Can identify plants by matching them to named images		
	Can make observations of how plants change over a period of time		
	Key vocabulary: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area		

Y2 Plants		Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly	Can describe how plants that they have grown from seeds and bulbs have developed over time		
	Can identify plants that grew well in different conditions		
Applying knowledge in familiar related contexts, including a range of enquiries	Can spot similarities and difference between bulbs and seeds		
	Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants		
	Can make close observations and measurements of their plants growing from seeds and bulbs		
	Can make comparisons between plants as they grow		
	Key vocabulary: As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy		

Y1 Animals		Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly	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 and include what they eat		
	Can write a What am I? riddle about an animal		
Applying knowledge in familiar related contexts, including a range of	Can sort and group animals using similarities and differences		
	Can use simple charts etc. to identify unknown animals		
	Can create a drawing of an imaginary animal labelling its key features		
	Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zoo keepers etc.		
	Key vocabulary: _Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves_ _Names of animals experienced first-hand from each vertebrate group_ _N.B. The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics._ _The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals not just meat._		

Y2 Animals including humans	Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly — Can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages		
Can state the basic needs of animals, including humans, for survival		
Can state the importance for humans of exercise, eating the right amounts of different types of food and hygiene.		
Can name foods in each section of the Eatwell guide		
Applying knowledge in familiar related contexts, including a range of enquiries — Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child		
Can measure/observe how animals, including humans, grow.		
Can show what they know about looking after a baby/animal by creating a parenting/pet owners' guide		
Can show the effect of exercise on their bodies		
Key vocabulary *Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)*		

Y1 Humans	Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly — Can follow instructions involving parts of the body		
Can label parts of the body on pictures and diagrams		
Can explore objects using different senses		
Applying knowledge in familiar related contexts, including a range of enquiries — Can use first-hand close observations to make detailed drawings		
Can name body parts correctly when talking about measurements and comparisons 'My arm is x straws long and my leg is y straws long. My leg is longer than my arm.'		

		Child Self-Assessment	Teacher Assessment
	Can talk about their findings from investigations using appropriate vocabulary 'My fingers are much better at feeling than my toes'		
	Key vocabulary *Parts of the body, senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue*		

Y1 Seasonal Change		Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly	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		
Applying knowledge in familiar related contexts, including a range of enquiries	Can collect information about the weather regularly throughout the year		
	Can present this information in table and charts to compare the weather across the seasons		
	Can present this information in different ways to compare the seasons		
	Use their evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons		
	Key Vocabulary *Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length*		

Y2 Living things and their habitat		Child Self-Assessment	Teacher Assessment
Shows understanding of a concept using scientific vocabulary correctly	Can find a range of items outside that are living, dead and never lived		
	Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied		
	Can talk about how the features of these animals and plants make them suitable to the habitat		
	Can talk about what the animals eat in a habitat and how the plants provide shelter for them		
	Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction		
Applying knowledge in familiar related contexts, including a range of enquiries	Can sort into living, dead and never lived		
	Using a food chain can explain what animals eat		
	Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves		

	to eat; the seaweed we found on the beach cannot live in our pond because it is not salty		
	Key vocabulary *Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.*		