

Progression of knowledge – KS1 Science – Mere Brow CE Primary School

Early Learning Goals:

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Y1 curriculum statements	Y2 curriculum statements	Assessment framework. The pupil can:
<ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• name and locate parts of the human body, including those related to the senses [Y1], and describe the importance of exercise, balanced diet and hygiene for humans [Y2]</li> </ul>
	<ul style="list-style-type: none"> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>• describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [Y2]</li> </ul>
<ul style="list-style-type: none"> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees *</li> </ul>	<ul style="list-style-type: none"> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> </ul>	<ul style="list-style-type: none"> <li>• 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 [Y2]</li> </ul>
	<ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>	<ul style="list-style-type: none"> <li>• identify whether things are alive, dead or have never lived [Y2]</li> </ul>
Y1 curriculum statements	Y2 curriculum statements	Assessment framework. The pupil can:
<ul style="list-style-type: none"> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>		<ul style="list-style-type: none"> <li>• describe and compare the observable features of animals from a range of groups [Y1]</li> </ul>
<ul style="list-style-type: none"> <li>• identify and name a variety of common</li> </ul>	<ul style="list-style-type: none"> <li>• describe how animals obtain their food from</li> </ul>	<ul style="list-style-type: none"> <li>• group animals according to what they eat</li> </ul>

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<p>animals that are carnivores, herbivores and omnivores</p>	<p>plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>[Y1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [Y2]</p>
<ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>		<ul style="list-style-type: none"> <li>describe seasonal changes [Y1]</li> </ul>
<ul style="list-style-type: none"> <li>identify and describe the basic structure of a variety of common flowering plants, including trees *</li> <li>identify and name a variety of common wild and garden plants including deciduous and evergreen trees</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>	<ul style="list-style-type: none"> <li>name different plants and animals and describe how they are suited to different habitats [Y2]</li> </ul>
<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>to distinguish objects from materials, describe their properties, identify and group everyday materials [Y1], and compare their suitability for different uses [Y2].</li> </ul>

National Curriculum statements with a \* appear in more than one place