

Y1 – Plants

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| **Objective** | **Working towards expectation** | **Working at expectation** | **Working above expectation** |
| Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | Identify and name a limited range of plants. | Identify a range of local plants. | Identify and notice similarities between various local plants. |
| Identify and describe the basic structure of a variety of common flowering plants, including trees. | Identify and describe the basic structure of a common flowering plant. | Name parts of a range of familiar plants. | Identify and notice similarities in the structure of various local plants. |



Y1 – Animals, including humans

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| **Objective** | **Working towards expectation** | **Working at expectation** | **Working above expectation** |
| Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | Identify and name a limited number of common animals. | Name a variety of common animals. | Identify common features of the main groups of vertebrates. |
| Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | Recognise the difference between carnivores, herbivores and omnivores. | Identify and group a range of familiar animals. | Suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore. |
| Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | Identify key features of one or two common animals. | Identify key features of a range of common animals. | Compare key features of familiar and unfamiliar animals. |
| Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Describe each of the human senses. | Relate each of the human senses to organs. | Suggest how the senses are used in an activity such as eating. |



Y1 – Everyday Materials

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| **Objective** | **Working towards expectation** | **Working at expectation** | **Working above expectation** |
| Distinguish between an object and the material from which it is made. | Identify the material from which an object has been made. | Correctly identify both object and material. | Compare the same object made from different materials in terms of its effectiveness. |
| Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. | Identify and name a limited range of materials. | Identify and name a range of materials. | Identify typical uses of a range of materials. |
| Describe the simple physical properties of a variety of everyday materials. | Recognise that a material has properties. | Describe a range of properties of a variety of materials. | Compare the physical properties of different everyday materials. |
| Compare and group together a variety of everyday materials on the basis of their simple physical properties. | Compare and contrast two everyday materials. | Classify a variety of materials into groups based on physical properties. | Use simple physical properties to suggest classification of materials. |



Y1 – Seasonal Changes

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| **Objective** | **Working towards expectation** | **Working at expectation** | **Working above expectation** |
| Observe changes across the four seasons. | Recognise that there are seasonal changes. | Describe seasonal changes. | Recognise changes within seasons as well as between seasons. |
| Observe and describe weather associated with the seasons and how day length varies. | Recognise that day length alters in different seasons. | Relate weather patterns and day length to seasons. | Make and test predictions relating to changing day length and weather patterns. |