

	EXPECTATIONS	SEEN	SECURE
	Working Scientifically		
1	I can ask simple scientific questions.		
2	I can use simple equipment to make close observations		
3	I can carry out simple tests		
4	I can identify and classify things.		
5	I can use observations and ideas to suggest answers to scientific questions.		
6	I can gather and record data to help answering a question.		
7	I can read, and attempt to pronounce and use scientific vocabulary accurately.		
	Seasonal Changes – Observation over time		
8	I can name the four seasons. (Autumn, Spring, Summer and Winter).		
9	I can observe and describe the changes across the four seasons (eg. changes to trees, temperature, weather type, length of daylight etc).		
10	I can observe and describe the weather associated with each season. (Autumn, Spring, Summer and Winter).		
11	I can read, attempt to spell, pronounce and use scientific vocabulary linked to Seasonal Changes.		
	Plants – Sorting and Classifying.		
12	I can name, identify and compare a variety of common wild and garden plants including deciduous and evergreen trees.		
13	I can identify and describe the basic structure of common flowering plants (Leaves, flowers, petals, leaves, stem, root and bulb/seed of a plant).		
14	I can identify the basic structure of trees (roots, trunk, branches, leaves, blossom and fruit).		
15	I can read, attempt to spell, pronounce and use scientific vocabulary linked to plants.		
	Animals including Humans – Pattern Seeking / Surveys		
16	I can name and identify a variety of animals including fish, amphibians, reptiles, birds and mammals.		
17	I can sort animals into categories, describe and compare them based on their structure (including fish, amphibians, reptiles, birds and mammals).		
18	I can begin to name and identify animals, which are carnivores, herbivores and omnivores.		
19	I can group animals by what they eat (carnivore, herbivore and omnivores).		
20	I can name, draw and label the basic parts of the human body that I can see. (head, neck, arm, elbow, leg, knee, face, ear, eyes, hair, mouth and teeth).		
21	I can say which part of the human body is linked to each sense (touch, taste, sight, hearing, smell).		
22	I can read, attempt to spell, pronounce and use scientific vocabulary linked to animals and humans.		
	Everyday Materials – Fair Testing		
23	I can distinguish between an object and the material it is made from.		
24	I can name and identify and name a variety of everyday materials including: wood, plastic, glass, metal, water, rock and along with any other material they recognise in our community.		

25	I can describe the physical properties of everyday materials (hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent).		
26	I can group and compare everyday materials based on their simple physical properties.		
27	I can read, attempt to spell, pronounce and use scientific vocabulary linked to Everyday materials.		
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	Forces (links to everyday materials)		
28	I can describe and compare how things move (slow, fast, turn, location).		
29	I know that pushing and pulling things can make an object start or stop moving.		
30	I can identify the similarities and differences between the movements of different objects.		
31	I can identify what has caused movement (wind, water, sand, springs etc).		
32	I can read, attempt to spell, pronounce and use scientific vocabulary accurately linked to forces		
	Light and Sound (links to senses and seasons unit)		
33	I can explore how we hear sound using our sense of hearing.		
34	I can explore and describe the different sounds made by different objects.		
35	I can describe the differences between night and day.		
36	I know which senses help me find things in the dark when I cannot see.		
37	I can compare different sources of light (brightness/colour).		
38	I can investigate which sources of light work best in the dark.		
39	I can read, attempt to pronounce and use scientific vocabulary accurately linked to light and sound.		