

**Science Assessment and Tracking**

**Year 1 Overview 24/25**

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| **Year 1 Science Disciplinary Knowledge – Investigation** | | | | | | | | | | |
| **Investigation & Hypothesising Observing and recording Concluding and Evaluating** | Sci 1  WTS | Sci 2  WTS | Sci 3  WTS | Sci 1  EXS | Sci 2  EXS | Sci 3  EXS | Sci 1  GDS | Sci 2  GDS | Sci 3  GDS |
| I can perform a simple test following instructions from an adult |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| I can say what I am testing and why the test is fair |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| I can use simple equipment to record what I observe e.g clip board, pencil, magnifying glass, thermometer |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| I can observe closely to record changes over time |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| I can start to record my findings Pictures, charts, drawings |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| I can say what I think a test will show and afterwards, explain if I was right |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |
| I can explain what a test is attempting to find out |  |  |  | Rest of class | Rest of class | Rest of class |  |  |  |

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| **Science 1 - Materials** | | | |
| **Objective** | **WTS** | **EXS** | **GD** |
| I know The names of common materials: wood, paper/ cardboard, plastic, metal, glass, water, rock, brick, clay, fabric, rubber. |  |  |  |
| I know Which objects are made from which materials (see above) |  |  |  |
| I know simple properties of materials: hard, soft, shiny, dull, hard, soft, shiny, dull, stretchy, rough, smooth, flexible, waterproof, rigid |  |  |  |
| I know how to compare and group together similar materials depending on their properties |  |  |  |
| I know how to suggest the suitability of different materials for different reasons - how strong durable, waterproof, flexible, light/heavy. |  |  |  |
| I know about the impact of simple forces on different materials e.g. bending stretching, twisting etc. |  |  |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**

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| **Science 2 – Season Changes** | | | |
| **Objective** | **WTS** | **EXS** | **GD** |
| I know associated weather patterns for seasons: rain, sun, snow, wind, hail, sleet, ice, frost, mist, cloud, storm. |  |  |  |
| I know how day light varies with regard to seasons: day, night, light, dark. |  |  |  |
| I know signs that suggest the season is changing: growing, dying, temperature, effect on trees and animals |  |  |  |
| I know how to identify a season from given information. |  |  |  |

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| **Science 3 – Living things -Plants** | | | |
| **Objective** | **WTS** | **EXS** | **GD** |
| I know the names of common plants found around the school |  |  |  |
| I know the key characteristics of common plants roots, stem, leaves |  |  |  |
| I know the difference between deciduous and evergreen: Trees- hazel, cherry, hawthorn, oak, horse chestnut, apple, holly, fir. |  |  |  |
| I know how seeds and bulbs grow into plants |  |  |  |
| I know the impact that water, temperature and food have on plants |  |  |  |
| I know what a healthy plant looks like colour, structure when not dormant |  |  |  |