

# SCIENCE ASSESSMENT



Pupil Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

Date record started: \_\_\_\_\_

## WORKING AT THE EXPECTED STANDARD - END OF KEY STAGE 1

✓ *the year when the pupil achieves the standard*

WORKING SCIENTIFICALLY		
<i>Using appropriate scientific language from the national curriculum:</i>	Y1	Y2
<i>I can ask my own questions about what I notice</i>		
<i>I can use different types of scientific enquiry to gather and record data, using simple equipment where appropriate to answer questions:</i>		
<i>I can observe changes over time</i>		
<i>I can notice patterns</i>		
<i>I can group and classify things</i>		
<i>I can carry out simple comparative tests</i>		
<i>I can find things out using secondary sources of information</i>		
<i>I can communicate my ideas, what I do and what I find out in a variety of ways</i>		
SCIENCE CONTENT		
<i>I can name and locate parts of the human body, including those related to the senses (Y1)</i>		
<i>I can describe and compare the observable features of animals from a range of groups (Y1)</i>		
<i>I can group animals according to what they eat (Y1)</i>		
<i>I can describe seasonal changes (Y1)</i>		
<i>I can distinguish objects from materials, describe their properties, identify and group everyday materials (Y1)</i>		
<i>I can describe the importance of exercise, a balanced diet and hygiene for humans (Y2)</i>		
<i>I can describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults (Y2)</i>		
<i>I can describe the 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)</i>		
<i>I can identify whether living things are alive, dead or have never lived (Y2)</i>		
<i>I can describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships (Y2)</i>		
<i>I can name different plants and animals and describe how they are suited to different habitats (Y2)</i>		
<i>I can compare the suitability of materials for different uses (Y2)</i>		

**NOTES:** *Any intervention needed to achieve all standards by the end of KSI:*