Assessment

Year Group	KS1 Milestones Autumn/Spring/Summer		Cross Curricular
Y1	**Animals Including Humans**	• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
	Plants	• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • I can identify and describe the basic structure of a variety of common flowering plants, including trees	
	Seasonal Changes	• I can observe changes across the four seasons • I can observe and describe weather associated with the seasons and how day length varies	
	Materials	• I can distinguish between an object and the material from which it is made. • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock • I can describe the simple physical properties of a variety of everyday materials • I can compare and group together a variety of everyday materials on the basis of their simple physical properties	
	Working Scientifically	• I can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat. • I can suggest ways of answering a question • I can make relevant observations e.g. observe growth of plants they have planted. • I can, with support, conduct simple tests e.g. comparing the properties of different materials. • I can, with prompting, suggest how findings could be recorded • I can recognise findings e.g. noting how plants have changed over time. • I can gather and record data e.g. drawing structures of plants or recording changing day length, comparing and contrasting familiar plants.	

		• I can use observations to suggest answers to questions e.g. describe how to group plants.	
Y2	**Animals Including Humans**	• I can describe that animals, including humans, have offspring which grow into adults • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	
	Plants	• I can observe and describe how seeds and bulbs grow into mature plants • I can describe stages of development of a full grown plant. • I can explore and describe what plants need to thrive - water, light and a suitable temperature to grow and stay healthy	
	Living Things and Their Habitats	• I can 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 • I can identify and name a variety of plants and animals in their habitats, including micro-habitats • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food • I can explore and compare the differences between things that are living, dead, and things that have never been alive.	
	Materials	• I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	
	Working Scientifically	• I can ask simple questions e.g. about the local environment and how organisms depend on each other. • I can recognise that questions can be answered in different ways e.g. testing the suitability of materials for different purposes. • I can observe closely, using simple equipment noticing similarities, differences and patterns e.g. using a hand lens. • I can perform simple tests e.g. setting up comparative tests to show that plants need water and light. • I can find things out using secondary sources of information. • I can record and communicate their findings in a range of ways and begin to use simple scientific language e.g. describing conditions in different habitats and how these affect the numbers and types of organisms.	

		• I can identify and classify e.g. recording plants changing over time, starting from seed or bulb. • I can gather and record data to help answer questions e.g. seeing how the shapes of some materials can be changed. • I can use my observations and ideas to suggest answers to questions e.g. to help decide how the properties of certain materials make them suitable for certain applications.	