

Our Lady Star of the Sea Science Programme of Study (PoS) Year 1

Materials	Living Things			Light and Astronomy
<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Animals - Other Animals</p> <p>Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</p> <p>Find out and describe how animals look different to one another.</p> <p>Group together animals according to their different features.</p> <p>Recognise similarities between animals:</p> <p>Structure: head, body, way of moving, senses, body covering, tail.</p> <p>Animals have senses to explore the world around them and to help them to survive.</p> <p>Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</p> <p>Animals are alive; they move, feed, grow, use their senses and reproduce.</p>	<p>Animals - Humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Recognise that humans are animals.</p> <p>Compare and describe differences in their own features (eye, hair, skin colour, etc.).</p> <p>Recognise that humans have many similarities.</p>	<p>Plants - Common Names and Basic Structure</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).</p>	<p>Observe and describe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length and temperature varies.</p>

Our Lady Star of the Sea SCIENCE KEY SKILLS YEAR 1

	Exploring and observing	Grouping and classifying	Questioning	Research	Modelling	Collaborating
	<p><i>KS1 - Observing closely. Using their observations and ideas to suggest answers to questions.</i></p>	<p><i>KS1 - Compare and contrast a variety of examples linked to KS1 PoS</i></p>	<p><i>KS1 - Asking simple questions</i></p>	<p><i>KS1 - Finding things out using secondary sources of information</i></p>	<p><i>using dance, drama or a visual aid to represent science in the real world</i></p>	<p><i>interacting effectively as part of a group</i></p>
Year 2	<p>Use simple scientific language from the year 2 PoS to talk about / record what they have noticed</p> <p>Use observations to make suggestions and/or ask questions</p> <p>Observe and describe simple processes/cycles/ changes with several steps (e.g. growth cycle, simple food chain, saying how living things depend on one another)</p> <p>Observe closely and communicate with increasing accuracy the features or properties of things in the real world</p>	<p>Name / Identify common examples, some common features or different uses</p> <p>Sort and group objects, materials or living things by observable and/or behavioural features</p> <p>Compare and contrast... a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences</p>	<p>Raise their own logical questions based on or linked to things they have observed</p> <p>With help / scaffolds, begin to ask questions such as ‘What will happen if...?’</p>	<p>Talk about how useful the information source was and express opinion about findings</p> <p>Make suggestions about who to ask or where to look for information.</p> <p>Ask people questions to help them answer their questions</p> <p>Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers</p>	<p>Act out something to represent something else about the world around us (e.g a life cycle)</p>	<p>Share ideas in a group and listen to the ideas of others</p> <p>Work cooperatively with others on a science task making some choices</p>
Year 1	<p>Begin to use simple scientific language (from yr1 PoS) to talk about or record what they have noticed</p> <p>Use observations to make suggestions and/or ask questions</p> <p>Look / observe closely and communicate changes over time</p> <p>Look / observe closely and communicate the features or properties of things in the real world</p> <p>Observe closely using their senses</p>	<p>Name/identify common examples and some common features</p> <p>With help, decide how to sort and group objects, materials or living things</p> <p>Name basic features of objects, materials and living things</p> <p>Say how things are similar or different</p> <p>Compare and contrast simple observable features / characteristics of objects, materials and living things</p>	<p>Ask simple questions about what they notice about the world around them</p> <p>Demonstrate curiosity by the questions they ask</p>	<p>Ask people questions (e.g. an expert or hot-seating)</p> <p>Use simple primary and secondary sources (such as objects, books and photographs) to find things out</p>	<p>With help, follow movements (dance / drama) to act out their Science</p>	<p>Share ideas in a group and listen to the ideas of others</p> <p>Work with others on a science task</p>
Transition	<p>Talk about and draw pictures of what they have seen</p>	<p>Find things that are similar or different</p> <p>Sort / match things in their own way (objects/living things/events)</p> <p>Use simple equipment to sort things into</p> <p>Use senses to help sort things</p>	<p>Ask a question</p> <p>Show that they are curious</p>	<p>Talk to people about what they do</p> <p>Talk to people about how things work</p>	<p>With help, follow movements to act out the Science they are learning about</p>	<p>Work with others on a science task</p>

	Planning and testing	Using equipment and measure	Communicating	Describing results and looking for patterns	Explaining Results	Trusting Results
	<p>KS1 - Performing simple tests</p> <p>LKS2 - making decisions about and setting up simple practical enquiries, comparative tests and fair tests</p>	<p>KS1 - Using simple equipment and gathering data to help in answering their questions.</p> <p>LKS2 - making accurate measurements and gathering data</p>	<p>Reporting findings, recording data, presenting findings</p> <p>Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp</p>	<p>KS1 - Talk about what happened/what they noticed</p> <p>LKS2 - Describing their findings/results</p>	<p>KS1 - Talk about what they found out.</p> <p>LKS2 - reporting on findings saying why something happened</p>	<p>KS1 - Beginning to spot when a method is not fair.</p> <p>LKS2 - suggest improvements for further tests</p>
Year 2	<p>Carry out simple comparative tests as part of a group, following a method with some independence</p> <p>Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct)</p> <p>With support, make suggestions on a method for setting up a simple comparative test</p> <p>Talk about a practical way to find answers to their questions</p>	<p>Measure using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy</p> <p>Begin to make decisions about which equipment to use</p> <p>Correctly and safely use equipment provided to make observations and/or take simple measurements</p>	<p>Record and communicate their findings in a range of ways to a variety of audiences</p> <p>Use simple scientific language with increasing accuracy (from year 2 PoS)</p> <p>Record simple data with some accuracy to help in answering questions;</p> <p>With support or using frameworks, make decisions about how to complete a variety of tables/charts (e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale).</p> <p>Present findings in a class displays</p> <p>Sequence / annotate photographs of change over time</p> <p>Produced increasingly detailed drawings which are labelled/annotated.</p>	<p>With guidance, begin to notice patterns in their data e.g. order their findings, sequence best to worst, say what happened over time, etc.</p> <p>Recognise if results matched predictions. (say if results were what they expected)</p> <p>Use their recordings to talk about and describe what has happened</p>	<p>Begin to use simple scientific language (from year 2 PoS) to explain what they have found out.</p> <p>Give a simple, logical reason why something happened (e.g. I think ... because ...)</p>	<p>Begin to discuss if the test was unfair</p>
Year 1	<p>With help, carry out a simple test/comparative test</p> <p>With help, make a simple prediction or suggestion about what might happen</p> <p>Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection</p> <p>Talk about ways of setting up a test</p>	<p>Measure using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc.</p> <p>Observe closely, using simple equipment (e.g. hand lenses, egg timers)</p> <p>Use senses to compare different textures, sounds and smells</p>	<p>Communicate their ideas to a range of audiences in a variety of ways</p> <p>Complete a pre-constructed table / chart using picture records or simple words</p> <p>Contribute to a class display</p> <p>Add annotations to drawings or photographs</p> <p>Begin to use some simple scientific language from yr1 PoS</p> <p>Record simple visual representations of observations made</p>	<p>Use recordings to talk about and describe what happened</p> <p>Sequence photographs of an event/observation</p>	<p>Begin to use simple scientific language (from yr1 PoS) to talk about what they have found out or why something happened</p>	<p>N/A in Year 1</p>
Transition	<p>Come up with new things to try/test</p> <p>Demonstrate some resilience and try different ideas</p> <p>Talk about things they are testing</p>	<p>Use senses and simple equipment to make observations</p>	<p>Begin to record observations as...</p> <p>Drawings (talk about them / annotated by an adult)</p> <p>Photographs (talk about them/annotated by an adult)</p>	<p>With prompts, say what they have seen / what has happened</p>	<p>N/A at this level</p>	<p>N/A at this level</p>