**Assessment Wheel – Science**

**Year 1 Cogs**

Working Scientifically – Ideas and Evidence

Working Scientifically - Planning

Working Scientifically – Obtaining and Presenting Evidence

Working Scientifically – Considering Evidence and Evaluating

The opportunities for working scientifically should be provided across Years 1 and 2 so that the expectations of the programme of study can be met by the end of Year 2. Pupils are not expected to cover each aspect for every area of study.

Plants

Animals, including humans

Everyday materials

Seasonal Changes

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| **YEAR 1** |  |  |  |  |  |  |
| **Working**  **Scientifically**  **Ideas and evidence** | I can ask simple questions and recognising that they can be answered in different ways. | I can ask relevant questions and using different types of scientific enquiries to answer them. |  |  |  |  |
| **W S**  **Planning**  **Experimental**  **Work** | I can identify and classify. I can perform simple tests using simple equipment, observing closely. | I can set up simple practical enquiries, comparative and fair tests making accurate and careful observations. |  |  |  |  |
| **W S**  **Obtaining and**  **Presenting**  **Evidence** | I can gather and record data to help in answering questions. | I can gather, record, classify and present data in a variety of ways to help in answering questions. |  |  |  |  |
| **W S Considering**  **Evidence and**  **Evaluating** | I can use my observations and ideas to suggest answers to questions | I can use results to draw simple conclusions and suggest improvements |  |  |  |  |
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| **Plants** | I can identify the roots, stem, trunk, leaves and flowers of a plant. | I can identify and some plants.  I know the difference between deciduous and evergreen trees. | I can observe and record the changes in plants in my local  Environment over the course of the year. | I know that plants need water and light to grow | . I can observe and describe the differences between plants grown in light and dark places. |  |
| **Animals including Humans** | I can name and draw and label the basic parts of the human body.  I know the 5 senses and which part of the body is linked with which sense. | I can identify and name some animals. | I can describe and compare the main body parts of different animals. | I know about common animal’s diets and can identify if they are herbivore, carnivore or omnivore. | I can group animals by their body parts and what they eat. I can explain how I sorted the groups. | I am starting to recognise and use the words fish, amphibian, reptile, bird, and mammal when grouping animals. |
| **Everyday Materials** | I know the difference between an object and the material it is made from. | I can identify and name different everyday materials such as; wood, plastic, glass, metal, water and rock.  I know that some materials are natural and some are man made. | I can explore and test different materials and can name the different properties; hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, transparent, translucent and opaque. | I know we chose the materials we use to make things because of their properties.  I can group materials by their properties. | I can investigate how the shapes of solid objects can be changed by twisting, squashing, bending and stretching. | I can find out about scientists who have discovered and made new and useful materials. |
| **Seasonal Changes** | I can name the four seasons | I can observe and record the changes in my environment over the seasons. | I can tell you what weather we have with each season. | I can see and describe how the length of the day changes with the seasons. |  |  |

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