Year 1 Progression of Skills

Biology				
Big Idea	Programmes of study	Working towards expectations	Meeting expectations	Exceeding expectations
Life exists in a variety of forms and goes through cycles- Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	The child can identify and name a limited range of plants.	The child can identify and name a range of local plants.	The child can identify and notice similarities between various local plants.
	Identify and describe the basic structure of a variety of common flowering plants, including trees.	The child can identify and describe the basic structure of a common flowering plant.	The child can name parts of a range of familiar plants.	The child can identify and notice similarities in the structure of various local plants.
	Explore and compare the differences between things that are living, dead, and things that have never been alive.	The child can sort items into 'once living' and 'never lived'.	The child can compare and contrast a collection of items, sorting into categories: 'living', 'dead' and 'things that have never been alive'.	The child can research further examples to add to the categories: 'living', 'dead' and 'things that have never been alive'.
Life exists in a variety of forms and goes through cycles- Animals	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	The child can identify and name a limited number of common animals.	The child can identify and name a number of common animals.	The child can identify common features of the main groups of vertebrates.
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	The child can recognise the difference between carnivores, herbivores and omnivores.	The child can identify and group a range of familiar animals.	The child can suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore.

Year 1 Progression of Skills

The Human body has a number of systems, each with its own function	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	The child can identify the key features of one or two common animals.	The child can identify key features of a range of common animals.	The child can compare key features of familiar and unfamiliar animals.
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	The child can describe each of the human senses.	The child can relate each of the human senses to organs.	The child can suggest how the senses are used in an activity such as eating.

Chemistry				
Big Idea	Programmes of study	Working towards expectations	Meeting expectations	Exceeding expectations
Materials have physical properties which can be investigated and compared	Distinguish between an object and the material from which it is made.	The child can identify the material from which an object has been made.	The child can correctly identify both object and material.	The child can compare the same object made from different materials in terms of its effectiveness.
	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	The child can identify and name a limited range of materials.	The child can identify and name a range of materials.	The child can identify typical uses of a range of materials.
	Describe the simple physical properties of a variety of everyday materials.	The child can recognise that a material has properties.	The child can describe a range of properties of a variety of materials.	The child can compare the physical properties of different everyday materials.
	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	The child can compare and contrast two everyday materials.	The child can classify a variety of materials into groups based on physical properties.	The child can use simple physical properties to suggest classification of materials.

Year 1 Progression of Skills

Physics				
Big Idea	Programmes of study	Working towards expectations	Meeting expectations	Exceeding expectations
Day, night, month, seasonal change & year are caused by the position and movement of the Earth	Observe changes across the four seasons.	The child can recognise that there are seasonal changes.	The child can describe seasonal changes.	The child can recognise changes within seasons as well as between seasons.
	Observe and describe weather associated with the seasons and how day length varies.	The child can recognise that day length alters in different seasons.	The child can relate weather patterns and day length to seasons.	The child can make and test predictions relating to changing day length and weather patterns.

Year 1 Progression of Skills

Working Scientifically					
Process	Sub- process	Programmes of study	Working towards expectations	Meeting expectations	Exceeding expectations
Planning investigations	Children can ask questions	Ask simple questions when prompted.	The child can understand that questions can be answered by testing.	The child can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat.	The child can ask simple questions that can be tested.
	Children can plan an enquiry	Suggest ways of answering a question.	The child can, with prompting, offer ways of gathering evidence to answer a question.	The child can offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application.	The child can suggest different ways of answering a question.
Conducting experiments	Children can use equipment to take measures.	Make relevant observations.	The child can examine objects, when prompted.	The child can examine objects to note key features, e.g. observe growth of plants they have planted.	The child can examine carefully, e.g. using a hand lens.
		Conduct simple tests, with support.	The child can recognise a simple scientific test.	The child can, with support, conduct simple test, e.g. comparing the properties of different materials.	The child can conduct simple tests.
Record evidence	Children record work with diagrams and label.	With prompting, suggest how findings could be recorded.	The child can recognise the purpose of an experiment.	The child can, with prompting, identify what might be usefully recorded, e.g. drawing structures of plants or recording changing day length.	The child can, with assistance, draw and label diagrams.

Year 1 Progression of Skills

Report findings	Children process findings to develop conclusions and identify casual relationships.	Recognise findings.	The child can, with prompting, identify key findings from an enquiry.	The child can identify key findings from an enquiry, e.g. noting how plants have changed over time.	The child can identify and group key outcomes from an enquiry.
Conclusions and predictions	Children can analyse data.	Gather and record data.	The child can collect data, when prompted.	The child can collect data, e.g. comparing and contrasting familiar plants.	The child can collect data relevant to the answering of questions.
	Children can draw conclusions.	Use observations to suggest answers to questions.	The child can, with prompting, suggest answers to enquiry questions using data.	The child can suggest answers to enquiry questions using data, e.g. describe how to group plants.	The child can answer enquiry questions using data and ideas.