



# Year 1 - Science skills progression

| Term         | Subject Knowledge Objective (where applicable)   | Use all or some of the following activities to cover this objective                                   | Working scientifically skills developed in the activities   |
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| Who am I?    | Identify, name, draw and label the basic parts of the human body. Observe closely, using simple equipment.   | 1. My body apron.<br>2. Dog biscuit skeleton.<br>3. Under the microscope                              | Gather and record data to help in answering questions. Observe closely, using simple equipment.   |
| Who am I?    | Answering questions based on observations  | 4. The tallest person.  | Use observations and ideas to suggest answers to questions  |
| Who am I?    | Say which part of the body is associated with each sense. Identify and name a variety of common garden plants.   | 1. Smell table.<br>2. Smell pots.<br>3. Stinky socks.<br>4. Smelly herbs.<br>5. Smells outdoors.      | Using their observations and ideas to suggest answers to questions. Observe closely.  |
| Who am I?    | Say which part of the body is associated with each sense   | 1. What's that taste?<br>2. Favourite tastes.<br>3. Tricking our taste buds.                          | Gather and record data to help in answering questions. Performing simple tests. Using their observations and ideas to suggest answers to questions. |
| Who am I?    | Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. | 1. My eyes.<br>2. Why are eyes important?<br>3. Senses without sight.<br>4. What is it?               | Gather and record data to help in answering questions. Observe closely, using simple equipment.   |
| Who am I?    | Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. | 5 Match the eyes.<br>6. Kim's game.<br>7. Helping us to see better?                                   | Describe and compare the structure of a variety of common animals.  |
| Who am I?    | Say which parts of the body is associated with each sense  | 1. Using our ears to hear.<br>2. Where is the sound?  | Perform simple tests. Observing closely   |
| Celebrations | Say which part of the body is associated with each sense.  | 1. Introducing candles.<br>2. Observing a candle.<br>3 Bright, Brighter, Brightest.                   | Observing closely. Use their observations and ideas to suggest answers to questions. Identify and classify  |
| Celebrations | Describe the simple physical properties of a variety of everyday materials. Distinguish between an object and the material from which it is made.  | 4. In the dark, dark, cave.<br>1. Shadow shapes.<br>2. Hand shadows.<br>3. Make a shadow puppet play. | Using their observations and ideas to suggest answers to questions. Perform simple tests.   |
| Celebrations | Say which part of the body is associated with each sense.  | 1. Introducing candles.<br>2. Observing a candle.<br>3 Bright, Brighter, Brightest.                   | Observing closely. Use their observations and ideas to suggest answers.   |
| Celebrations | Describe the simple properties of a variety of everyday materials.   | 1. Bottle top clackers.<br>2. Kazoo.<br>3. Ice cube tray xylophone                                    | Perform simple tests  |
| Celebrations | Describe the simple properties of a variety of everyday materials.   | 4. Tin can drums.   | Perform simple tests.   |
| Celebrations | Identify and describe the basic structure of a variety of common flowering plants.   | 1. Which part of the plant is it? Charoet.  | Identify and describe.  |

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| Celebrations                      | Identify and describe the basic structure of a variety of common flowering plants. Say which part of the body is associated with each sense.   | 3. Chinese spring rolls.<br>4. Stuffed dates<br>5. A Christingle   | Identify and describe.   |
| Polar places                      | Describe the simple physical properties of a variety of everyday materials.  | 1. Polar places.<br>2. What do we need? Planning a polar adventure.<br>3. How will we get there?<br>4. Home-school activity. | Identify and classify. Ask simple questions and recognise that they can be answered in different ways.   |
| Polar places                      | Describe the simple physical properties of a variety of everyday materials.<br>Describe the simple physical properties of a variety of everyday materials.   | 5. What to wear?<br>6. Which material?<br>7. Investigate! Gloves.  | Identify and classify. Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Use their observations and ideas to suggest answers to questions.   |
| Polar places                      | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | 1. Adopt an animal.<br>2. Am I a herbivore, carnivore or omnivore?   | Identify and describe.   |
| Polar places                      | Identify and name a variety of common animals that are carnivores, herbivores and omnivores.   | 3. The Big Frieze.<br>4. Camouflage.   | Perform simple tests. Gather and record data to help in answering questions.   |
| Polar places                      | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  | 5. Polar Documentary   |  |
| Polar places                      | Answering questions based on observations  | 1. Warm me up.<br>2. Soup  | Observing closely using simple equipment. Use their observations and ideas to suggest answers to questions   |
| Polar places                      | Answering questions based on observations  | 3. Porridge  | Observing closely using simple equipment. Use their observations and ideas to suggest answers to question  |
| Plants and animals where we live. | Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  | 1. Which plants and animals live here?   | Observe closely, using simple equipment. Identify and classify. Use observations and ideas to suggest answers to questions.  |
| Plants and animals where we live. | Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons.  | 2. What's my name?<br>3. Adopt a tree.   | Observe closely, using simple equipment. Identify and classify. Use observations and ideas to suggest answers to questions. Observe changes across the four seasons. Observe closely, using simple equipment. Use observations and ideas to suggest answers to questions |
| Plants and animals where we live. | Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.   | 4. Leaves  | Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Identify and classify   |
| Plants and animals where we live. | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  | 1. Birdwatching  |  |
| Plants and animals where we live. | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  | 2. Making bird feeders   | Identify and classify. Gather and record data to help in answering questions.  |

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| Plants and animals where we live. | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.                                       | 3. Which group does the animal belong to?  | Identify and classify.   |
| On Safari                         | Answering questions based on observations   | 1. Organising safari backpacks.<br>2. We are going on safari.                                | Observe closely, using simple equipment.   |
| On Safari                         | Answering questions based on observations   | 1. Organising safari backpacks.<br>2. We are going on safari.                                | Observe closely, using simple equipment.   |
| On Safari                         | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  | 1. Observing invertebrates   | Observe closely, using simple equipment. Identify and classify.  |
| On Safari                         | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  | 1. Observing invertebrates   | Observe closely, using simple equipment. Identify and classify.  |
| On Safari                         | Asking and answering questions  | 2. Asking questions  | Ask simple questions and recognise that they can be answered in different ways.  |
| On Safari                         | Asking and answering questions  | 3. Answering our questions   | Ask simple questions and recognise that they can be answered in different ways.  |
| Holiday                           | Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  | 1. Packing a case.<br>2. Sun safety.   | Identify and classify. Observe closely, using simple equipment. Perform simple tests. Use observations and ideas to suggest answers to questions |
| Holiday                           | Answering questions based on observations   | 3. Keeping cool  | Observe closely, using simple equipment. Perform simple tests. Use their observations and ideas to suggest answers to questions.                 |
| Holiday                           | Describe the simple physical properties of a variety of everyday materials.   | 4. Sunglasses  | Perform simple tests. Use their observations and ideas to suggest answers to questions   |
| Holiday                           | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  | 1. Marine biologist.<br>2. Identify marine and seashore animals.<br>3. Marine animal puppets | Gather and record data to help in answering questions.   |
| Holiday                           | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | 4. Classroom rock pool.<br>5 Seashells   | Identify and describe.   |
| Holiday                           | Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.  | 1. Messy humans  | Identify and describe.   |