

	EXPECTATIONS	SEEN	SECURE
	Working Scientifically		
1	I can ask simple scientific questions.		
2	I can use simple equipment to make observations		
3	I can carry out simple tests		
4	I can identify and classify things.		
5	I can suggest what I have found out using my observations.		
6	I can gather and use simple data to answer a question.		
7	I can read, and attempt to pronounce and use scientific vocabulary accurately.		
	Light and Sound		
8	I can explore how sounds are made.		
9	I can describe how sounds change, as you get closer or further away from them.		
10	I can describe the differences between night and day.		
11	I know which senses help me find things in the dark when I cannot see.		
12	I can compare different sources of light (brightness/colour).		
13	I can investigate which sources of light work best in the dark.		
14	I can read, attempt to pronounce and use scientific vocabulary accurately linked to light and sound.		
	Forces		
15	I can describe and compare how things move (slow, fast, turn, location).		
16	I know that pushing and pulling things can make an object start or stop moving.		
17	I can identify the similarities and differences between the movements of different objects.		
18	I can identify what has caused movement (wind, water, sand, springs etc).		
19	I can read, attempt to spell, pronounce and use scientific vocabulary accurately linked to forces		
	Plants – Sorting and Classifying.		
20	I can name and identify a variety of common wild and garden plants including deciduous and evergreen trees.		
21	I can name and identify the flowers, petals, stem, root and bulb/seed of a plant.		
22	I can name and identify roots, trunk, branches, leaves, blossom and fruit of a tree.		
23	I can read, attempt to spell, pronounce and use scientific vocabulary linked to plants.		
	Animals including Humans – Pattern Seeking / Surveys		
24	I can name and identify a variety of animals including fish, amphibians, reptiles, birds and mammals.		
25	I can sort animals into categories based on their structure (including fish, amphibians, reptiles, birds and mammals).		
26	I can begin to name and identify animals, which are carnivores, herbivores and omnivores.		
27	I can group animals by what they eat (carnivore, herbivore and omnivores).		
28	I can name, identify, label and draw the parts of the human body that I can see. (head, neck, arm, elbow, leg, knee, face, ear, eyes, hair, mouth and teeth).		

29	I can say which part of the human body is linked to each sense (touch, taste, sight, hearing, smell).		
30	I can read, attempt to spell, pronounce and use scientific vocabulary linked to animals and humans.		
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Everyday Materials – Fair Testing			
31	I can distinguish between an object and the material it is made from. (I can explain the materials that an object is made from).		
32	I can name and identify a variety of everyday materials: wood, plastic, glass, metal, water and rock.		
33	I can describe the physical properties of everyday materials (hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent).		
34	I can group everyday materials based on their physical properties.		
35	I can read, attempt to spell, pronounce and use scientific vocabulary linked to Everyday materials.		
Seasonal Changes – Observation over time			
36	I can name the four seasons. (Autumn, Spring, Summer and Winter).		
37	I can describe the weather associated with each season. (Autumn, Spring, Summer and Winter).		
38	I can describe the changes across the four seasons (eg. changes to trees, temperature, weather type, length of daylight etc). (Autumn, Spring, Summer and Winter).		
39	I can read, attempt to spell, pronounce and use scientific vocabulary linked to Seasonal Changes.		

	EXCEEDING EXPECTATIONS	SEEN	SECURE