

Science Assessment Grid : My Body : Year 1

My Body																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
Science																			
Lesson 1	Can children identify various body parts?																		
	Can children name various body parts?																		
	Can children label various body parts?																		
Lesson 2	Can children name various body parts?																		
	Can children identify where various body parts are?																		
	Can children describe which body parts are used for different activities?																		
Lesson 3	Do children know what the five senses are?																		
	Do children know that eyes are used for seeing things?																		
	Can children use their eyes to look carefully at pictures and objects?																		
Lesson 4	Can children name the five senses?																		
	Do children know that our whole bodies can use the sense of touch?																		
	Can children describe how a variety objects feel using appropriate vocabulary?																		
Lesson 5	Do children know what the five senses are?																		
	Do children know that the nose is used for the sense of smell?																		
	Can children identify use their noses to identify smells?																		
Lesson 6	Do children know that we use our mouths to taste things?																		
	Can children use appropriate vocabulary to describe different flavours?																		
	Can children express preferences about foods they like and dislike?																		
Lesson 7	Can children name the five senses?																		
	Can children identify which part of the body each sense uses?																		
	Can children listen carefully to sounds to identify them?																		

Science Assessment Grid : Everyday Materials : Year 1

Everyday Materials																			
Group:		Year:		Term:															
Science																			
Lesson 1	Do children know what a material is?																		
	Can children identify a variety of common materials?																		
	Do children know where some materials come from?																		
Lesson 2	Can children identify a variety of common materials?																		
	Can children distinguish between an object and the material from which it is made?																		
	Can children identify which material a variety of common objects are made from?																		
Lesson 3	Can children use a variety of appropriate words to describe what various materials are like?																		
	Can children match materials to various properties?																		
	Can children group objects and materials according to their properties?																		
Lesson 4	Can children identify and describe a variety of materials?																		
	Can children suggest why a material has been chosen for a particular purpose?																		
	Can children identify materials that are inappropriate for certain uses and offer alternatives?																		
Lesson 5	Can children make suggestions for how to test which materials are waterproof and which aren't?																		
	Can children test a variety of materials to see which are waterproof and which aren't?																		
	Can children draw conclusions from their experiment?																		
Lesson 6	Can children identify a variety of everyday materials and describe their properties?																		
	Can children distinguish an object from the material from which it is made?																		
	Can children identify materials that are suitable for a particular purpose?																		

Science Assessment Grid : Identifying Plants : Year 1

Identifying Plants																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
Science																			
Lesson 1	Can the children identify plants?																		
	Can the children describe the features of different plants?																		
	Can the children identify similarities and differences between plants?																		
Lesson 2	Can the children name garden plants?																		
	Can the children describe the features of different garden plants?																		
	Can the children identify similarities and differences between plants?																		
Lesson 3	Can the children name wild plants?																		
	Can the children describe the features of different wild plants?																		
	Can the children identify similarities and differences between plants?																		
Lesson 4	Can the children name some trees?																		
	Can the children describe the features of different trees?																		
	Can the children use the terms 'evergreen' and 'deciduous'?																		
Lesson 5	Can the children name the main parts of a plant?																		
	Do the children know parts of the plant have different functions?																		
	Can the children identify similarities and differences between the parts of different plants?																		
Lesson 6	Do children know that plants grow?																		
	Can children name the main parts of a plant?																		
	Can children describe and make observations about how plants change?																		

Science Assessment Grid : Identifying Animals : Year 1

Identifying Animals																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
Science																				
Lesson 1	Can the children identify various pets?																			
	Can the children name various pets?																			
	Can the children describe various pets?																			
Lesson 2	Can the children identify various mammals?																			
	Can the children name various mammals?																			
	Can the children compare various mammals?																			
Lesson 3	Can the children identify and name various birds?																			
	Can the children identify and name various reptiles?																			
	Can the children compare reptiles and birds?																			
Lesson 4	Can the children identify and name various fish?																			
	Can the children identify and name various amphibians?																			
	Can the children compare fish and amphibians?																			
Lesson 5	Do the children understand different animals eat different things?																			
	Can the children classify animals by what they eat?																			
	Can the children use the terms carnivore, herbivore and omnivore?																			
Lesson 6	Can the children identify what an animal needs?																			
	Can the children explain why it is important to take care of an animal?																			
	Do the children understand different animals need different things?																			
Lesson 7	Can the children identify and name a variety of animals?																			
	Can the children record information in a table or a graph?																			
	Can the children answer questions about their data?																			

Science Assessment Grid : Seasonal Changes : Year 1

Seasonal Changes																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
Science																			
Lesson 1	Can the children name the seasons?																		
	Do children know that weather changes for each season?																		
	Do children know that weather affects human activity?																		
Lesson 2	Can the children identify the seasons?																		
	Can the children say how the seasons differ?																		
	Do children know any features of the seasons?																		
Lesson 3	Can the children say how the seasons differ?																		
	Can the children say how the different seasons affect animal behaviour?																		
	Can children explain the terms 'adapt' and 'hibernate'?																		
Lesson 4	Can the children explain how the seasons affect what we wear?																		
	Can the children explain how the seasons affect what we do?																		
	Do children understand that different food grows in different seasons?																		
Lesson 5	Can the children identify which season has the shortest days?																		
	Can the children identify which season has the longest days?																		
	Do the children know the sun rises in the morning and sets in the evening?																		
Lesson 6	Can children gather weather data over a period of time?																		
	Can children use data to create a pictogram?																		
	Can children answer questions about their data?																		

Science Assessment Grid : Growth and Survival : Year 2



Growth and Survival																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
Science																				
Lesson 1	Do children know that all animals, including humans, have offspring that grow into adults?																			
	Can children match a variety of adult animals to their offspring?																			
	Do children know that growth from offspring to adult is a gradual process?																			
Lesson 2	Do children know that animals have offspring that grow into adults?																			
	Can children describe some of the different ways animals have offspring?																			
	Do children know that not all animals reproduce in the same way?																			
Lesson 3	Do children know that humans grow as they get older?																			
	Do children know that body parts will grow in proportion?																			
	Can children describe the stages of human development?																			
Lesson 4	Do children know that all animals, including humans, need food to survive?																			
	Do children know that all animals, including humans, need water to survive?																			
	Do children know that all animals, including humans, need air to survive?																			
Lesson 5	Do children know that animals need air, water and food to survive?																			
	Do children know that an animal's survival often depends on its environment?																			
	Can children suggest reasons for why a species might become extinct?																			
Lesson 6	Do children know why we eat and why it is important to eat a balanced diet?																			
	Do children know which foods we should eat most and least of?																			
	Can children suggest meals that would be good for them?																			
Lesson 7	Do children know that exercise is an important part of keeping our bodies healthy?																			
	Can children identify some of the changes that take place in our body when we exercise?																			
	Can children name various ways they can exercise different parts of their bodies?																			

Science Assessment Grid : Exploring Everyday Materials : Year 2

Exploring Everyday Materials																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
Science																				
Lesson 1	Can children identify and name a variety of different materials?																			
	Can children organise a variety of materials into groups according to given criteria?																			
	Can children organise a variety of materials into groups according to their own criteria?																			
Lesson 2	Can children recognise that some materials are naturally occurring and some are not?																			
	Can children name some naturally occurring materials?																			
	Can children identify objects that are made from naturally occurring materials?																			
Lesson 3	Do children know that some materials change shape when you bend, squash, stretch or twist them?																			
	Can children identify some materials that can change shape temporarily?																			
	Can children identify some materials that cannot change shape at all?																			
Lesson 4	Do children know that metal and plastic are different materials?																			
	Can children identify some different things metal and plastic are used for?																			
	Can children explain why a particular material is chosen to be made into an object?																			
Lesson 5	Do the children know that paper and cardboard are made from wood?																			
	Can the children identify features of wood, cardboard and paper?																			
	Can children explain the advantages and disadvantages of using different wood products?																			
Lesson 6	Do the children know that different materials can be used to make the same product?																			
	Can the children identify which materials have been used in a product?																			
	Can children explain how the purpose of a product might affect the material that is used?																			
Lesson 7	Do the children know that products are improved and changed over time?																			
	Can the children identify the different ways materials have been used?																			
	Can children explain why their invention is an improvement on the original product?																			

Science Assessment Grid : Living in Habitats : Year 2

<h2 style="margin: 0;">Living in Habitats</h2>																			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Term:</div> </div>																			
Science																			
Lesson 1	Can children identify living things?																		
	Can children identify living things that have died?																		
	Can children identify things that have never been alive?																		
Lesson 2	Do children know what a habitat is?																		
	Do children know that animals and plants need to live in habitats they are suited to?																		
	Can children match animals and plants to suitable habitats?																		
Lesson 3	Can children identify some animals in a seaside habitat?																		
	Can children identify some plants in a seaside habitat?																		
	Do children recognise how animals and plants in a seaside habitat are linked together?																		
Lesson 4	Can children name some different types of habitats?																		
	Can children describe different types of habitats?																		
	Can children compare habitats and the animals and plants that live in them?																		
Lesson 5	Do children know what a micro-habitat is?																		
	Can children name some micro-habitats?																		
	Can children identify and describe some of the animals that live in micro-habitats?																		
Lesson 6	Do children know that animals and plants in a habitat are dependent on each other for food?																		
	Can children construct a simple food chain?																		
	Can children construct food chains that include humans?																		

Science Assessment Grid : Growing Plants : Year 2

Growing Plants																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
Science																			
Lesson 1	Do the children know seeds grow into plants?																		
	Can the children name any plants that grow from seeds?																		
	Do the children understand seed packets tell us what seeds need to grow?																		
Lesson 2	Do the children know plants grow from seeds and bulbs?																		
	Can the children name any plants that grow from bulbs?																		
	Can the children explain why some plants need to grow from a bulb?																		
Lesson 3	Can children explain why seeds need to be dispersed?																		
	Can children give suggestions as to why fruits have so many seeds?																		
	Can children describe some of the ways in which seeds can be dispersed?																		
Lesson 4	Can children ask questions that can be investigated scientifically and suggest how to answer them?																		
	Can children plan and carry out an investigation, making sure it is a fair test?																		
	Can children evaluate their results and draw conclusions?																		
Lesson 5	Can the children explain how their plant has changed over time?																		
	Can the children use scientific words to explain each stage of the plants development? For example 'germination', 'growth', 'leaves', 'stem', 'shoots', 'roots'?																		
	Do the children understand what a plant needs to grow?																		

Science Assessment Grid : Super Scientists : Year 2



<h2 style="margin: 0;">Super Scientists</h2>																			
Science																			
Lesson 1	Can the children use their own knowledge to make predictions?																		
	Can the children observe patterns?																		
	Can the children talk about what they have found out?																		
Lesson 2	Can the children use their own experiences to make predictions?																		
	Can the children observe patterns?																		
	Can the children talk about what they have found out?																		
Lesson 3	Can the children use their own experiences to make predictions?																		
	Can the children ask questions and make observations?																		
	Can the children talk about what they have found out?																		
Lesson 4	Can the children use their own experiences to make predictions?																		
	Can the children observe patterns?																		
	Can the children talk about what they have found out?																		
Lesson 5	Can the children use their own experiences to make predictions?																		
	Can the children observe patterns?																		
	Can the children talk about what they have found out?																		
Lesson 6	Can the children use their own experiences to make predictions?																		
	Can the children observe patterns?																		
	Can the children talk about what they have found out?																		
Lesson 7	Can the children use their own experiences to make predictions?																		
	Can the children observe patterns?																		
	Can the children talk about what they have found out?																		