

Teacher assessment framework at the end of key stage 1 - science



Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the National Curriculum:	Date achieved
<ul style="list-style-type: none">ask their own questions about what they notice	
<ul style="list-style-type: none">use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:	
<ul style="list-style-type: none">observing changes over time	
<ul style="list-style-type: none">noticing patterns	
<ul style="list-style-type: none">grouping and classifying things	
<ul style="list-style-type: none">carrying out simple comparative tests	
<ul style="list-style-type: none">finding things out using secondary sources of information	
<ul style="list-style-type: none">communicate their ideas, what they do and what they find out in a variety of ways	

Science content

The pupil can:	
<ul style="list-style-type: none">name and locate parts of the human body, including those related to the senses (year 1), and describe the importance of exercise, balanced diet and hygiene for humans (year 2)	
<ul style="list-style-type: none">describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults (year 2)	
<ul style="list-style-type: none">describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants (year 2)	
<ul style="list-style-type: none">identify whether things are alive, dead or have never lived (year 2)	
<ul style="list-style-type: none">describe and compare the observable features of animals from a range of groups (year 1)	
<ul style="list-style-type: none">group animals according to what they eat (year 1), describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships (year 2)	
<ul style="list-style-type: none">describe seasonal changes (year 1)	
<ul style="list-style-type: none">name different plants and animals and describe how they are suited to different habitats (year 2)	
<ul style="list-style-type: none">distinguish objects from materials, describe their properties, identify and group everyday materials (year 1), and compare their suitability for different uses (year 2)	

Teachers need to have evidence which demonstrates that the pupil meets all of the 'working scientifically' statements and all of the 'science content' taught in the final year of the key stage. There is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.