 **St Oswald’s CE Primary School**

**Assessment Criteria Science Stage 1**

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| **Name:** | | **Class:** | **Year:** | Aut | Spr | Sum | Overall |
| Start Score: | Target Score: | End Score: | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Working Scientifically** Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: | | | | | | | | | | | | | | | |
| 1. Ask simple questions and recognise that they can be answered in different ways. | | | | | | | |  | |  | |  | |  | |
| 2. Observe closely, using simple equipment. | | | | | | | |  | |  | |  | |  | |
| 3. Perform simple tests. | | | | | | | |  | |  | |  | |  | |
| 4. Identify and classify. | | | | | | | |  | |  | |  | |  | |
| 5. Use their observations and ideas to suggest answers to questions. | | | | | | | |  | |  | |  | |  | |
| 6. Gather and record data to help in answering questions. | | | | | | | |  | |  | |  | |  | |
| **Plants** Pupils should be taught to: | | | | | | | | | | | | | | | |
| 7. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | | | | | | | |  | |  | |  | |  | |
| 8. Identify and describe the basic structure of a variety of common flowering plants, including trees. | | | | | | | |  | |  | |  | |  | |
| **Animals and Humans** | | | | | | | | | | | | | | | |
| 9. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | | | | | | | |  | |  | |  | |  | |
| 10. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | | | | | | | |  | |  | |  | |  | |
| 11. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | | | | | | | |  | |  | |  | |  | |
| 12. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | | | | | |  | |  | |  | |  | |
| **Everyday Materials** | | | | | | | | | | | | | | | |
| 13. Distinguish between an object and the material from which it is made. | | | | | | | |  | |  | |  | |  | |
| 14. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. | | | | | | | |  | |  | |  | |  | |
| 15. Describe the simple physical properties of a variety of everyday materials. | | | | | | | |  | |  | |  | |  | |
| 16. Compare and group together a variety of everyday materials on the basis of their simple physical properties. | | | | | | | |  | |  | |  | |  | |
| **Seasonal Changes** | | | | | | | | | | | | | | | |
| 17. Observe changes across the four seasons. | | | | | | | |  | |  | |  | |  | |
| 18. Observe and describe weather associated with the seasons and how day length varies. | | | | | | | |  | |  | |  | |  | |
| **Emerging** | | **Expected** | | **Exceeding** | |  |  | |  | |  | |  | |  | |
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 |  |  |  | |  | |  | |  | |  | |
| 1-6 | 7-13 | 14-16 | 17-18 | 18+ | |