

| Year 1 Knowledge progression | Children working towards national standard... | Children working at national standard ... | Children working beyond national standard ... <i>*(taken from Lks2 NC)</i> |
|------------------------------|--|--|--|
| Plants | <ul style="list-style-type: none"> • know about similarities and differences in relation to living things • make observations of animals and plants...and talk about changes | <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees | <ul style="list-style-type: none"> • <i>identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers</i> • <i>explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</i> |
| Animals, including humans | <ul style="list-style-type: none"> • know about similarities and differences in relation to living things • make observations of animals and plants and explain why some things occur, and talk about changes. | <ul style="list-style-type: none"> ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (including pets) ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores | <ul style="list-style-type: none"> ▪ <i>identify that humans and some animals have skeletons and muscles for support, protection and movement.</i> ▪ <i>Construct and interpret a variety of food chains, identifying producers, predators and prey</i> |
| Properties of materials | <ul style="list-style-type: none"> • know about similarities and differences in relation to materials | <ul style="list-style-type: none"> ▪ 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 ▪ describe the simple physical properties of a variety of everyday materials ▪ identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | <ul style="list-style-type: none"> ▪ <i>compare and group together different kinds of rocks on the basis of their simple physical properties</i> ▪ <i>recognise that soils are made from rocks and organic matter</i> ▪ <i>compare and group materials together, according to whether they are solids, liquids or gases</i> |
| Seasonal changes | <ul style="list-style-type: none"> • make observations of animals and plants and explain why some things occur, and talk about changes. | <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies | <ul style="list-style-type: none"> ▪ <i>recognise that environments can change and that this can sometimes pose dangers to living things</i> |