Eastwood Village Primary School

Teacher Assessment Framework

Working scientifically
The pupil can, using appropriate scientific language from the national curriculum: • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways
Science Content
• name and locate parts of the human body, including those related to the senses (year 1), and describe the importance of exercise, a balanced diet and hygiene for humans (year 2) • describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults (year 2) • 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) • identify whether things are alive, dead or have never lived (year 2) • describe and compare the observable features of animals from a range of groups (year 1) • 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) • describe seasonal changes (year 1) • name different plants and animals and describe how they are suited to different habitats (year 2) • distinguish objects from materials, describe their properties, identify and group everyday materials (year 1) and compare their suitability for different uses (year 2)