

Year 1 Statutory Requirements

Working Scientifically (Y1 & 2)	Plants	Animals, including humans	Everyday materials	Seasonal Changes
<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways; • Observe carefully, using simple equipment; • Identifying and classifying • Using their observations and ideas to suggest answers to their questions; • Gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • Identify and name a variety of common, wild and green 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"> • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; • Identify and name a variety of common animals that are carnivores, herbivores and omnivores; • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets); • Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense. 	<ul style="list-style-type: none"> • Distinguish between an object and the materials from which it is made; • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock; • Describe the simple physical properties of a variety of everyday materials; • Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<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.

Science: Year 1 Overview

Key Features

	PLANTS	ANIMALS (including Humans)	EVERYDAY MATERIALS	SEASONAL CHANGES
YEAR 1	<ul style="list-style-type: none"> • Identification and labelling, including trees • Structure of plants, including roots, stem, flower, etc. 	<ul style="list-style-type: none"> • Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals) • Know carnivores, herbivores and omnivores • How to care for pets • Name parts of the human body 	<ul style="list-style-type: none"> • Identify and name a range of materials (wood, plastic, glass, metal, water and rock); • Classifying and grouping according to a range of physical properties 	<ul style="list-style-type: none"> • Features of day and night including temperature • Weather, associated with seasons
Possible Learning Challenges	<ul style="list-style-type: none"> • Which birds and plants would Little Red Riding Hood find in our park? 	<ul style="list-style-type: none"> • Why are humans not like tigers? 	<ul style="list-style-type: none"> • Which materials should the Three Little Pigs have used to build their house? or • What do Aliens think of life on planet Earth? 	<ul style="list-style-type: none"> • Why does it get dark earlier in winter? or • How do the seasons impact on what we do?

Knowledge, Skills and Understanding breakdown for Working Scientifically

Year 1

Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none"> • Can they talk about what they <see, touch, smell, hear or taste>? • Can they use simple equipment to help them make observations? 	<ul style="list-style-type: none"> • Can they perform a simple test? • Can they tell other people about what they have done? 	<ul style="list-style-type: none"> • Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? • Can they explain what they have found out? 	<ul style="list-style-type: none"> • Can they show their work using pictures, labels and captions? • Can they record their findings using standard units? • Can they put some information in a chart or table?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they find out by watching, listening, tasting, smelling and touching? 	<ul style="list-style-type: none"> • Can they give a simple reason for their answers? 	<ul style="list-style-type: none"> • Can they talk about similarities and differences? • Can they explain what they have found out using scientific vocabulary? 	<ul style="list-style-type: none"> • Can they use ICT to show their working? • Can they make accurate measurements?
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Knowledge, Skills and Understanding breakdown for Plants and Animals, including humans

Year 1

Plants	Animals, including humans	
<ul style="list-style-type: none"> • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, flowers)? 	<ul style="list-style-type: none"> • Can they point out some of the differences between different animals? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? 	<ul style="list-style-type: none"> • Can they name the parts of the human body that they can see? • Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name the parts of an animal's body? • Can they name a range of domestic animals? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they compare the bodies of different animals?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they name the main parts of a flowering plant? 	<ul style="list-style-type: none"> • Can they begin to classify animals according to a number of given criteria? • Can they point out differences between living things and non-living things? 	<ul style="list-style-type: none"> • Can they name some parts of the human body that cannot be seen? • Can they say why certain animals have certain characteristics? • Can they name a range of wild animals?
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Knowledge, Skills and Understanding breakdown for Everyday Materials

Year 1

Everyday materials (classifying and grouping)

- Can they distinguish between an object and the material from which it is made?
- Can they describe materials using their senses?
- Can they describe materials using their senses, using specific scientific words?
- Can they explain what material objects are made from?
- Can they explain why a material might be useful for a specific job?
- Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock
- Can they sort materials into groups by a given criteria?
- Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Year 1 (Challenging)

- Can they describe things that are similar and different between materials?
- Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?
- Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

Knowledge, Skills and Understanding breakdown for Seasonal Changes

Year 1

Seasonal Changes

- Can they observe changes across the four seasons?
- Can they name the four seasons in order?
- Can they observe and describe weather associated with the seasons?
- Can they observe and describe how day length varies?

Year 1 (Challenging)

- Can they observe features in the environment and explain that these are related to a specific season?
- Can they observe and talk about changes in the weather?
- Can they talk about weather variation in different parts of the world?

Year 1: Which birds and plants would Little Red Riding Hood find in our park?

Year 1: Science, Art & Design and Design Technology Knowledge, Skills and Understanding

Science

Working Scientifically/ Plants and Birds

- Can they talk about what they <see, touch, smell, hear or taste>?
- Can they use simple equipment to help them make observations?
- Can they put some information in a chart or table?
- Can they identify and classify things they observe?
- Can they think of some questions to ask?
- Can they answer some scientific questions?
- Can they give a simple reason for their answers?
- Can they explain what they have found out?

- Can they name the petals, stem, leaf and root of a plant?
- Can they identify and name a range of common plants and trees?
- Can they recognise deciduous and evergreen trees?
- Can they describe the parts of a plant? (roots, stem, leaves, flowers)
- Can they sort some plants by size?

Design Technology

- Can they think of some ideas of their own?
- Can they explain what they want to do?
- Can they use pictures and words to plan?
- Can they explain what they are making?
- Which tools are they using?
- Can they make a structure/model using different materials?
- Is their work tidy?
- Can they make their model stronger if it needs to be?

Year 1 (Challenging)

- Can they find out by watching, listening, tasting, smelling and touching?
- Can they talk about similarities and differences?
- Can they explain what they have found out using scientific vocabulary?
- Can they use ICT to show their working?
- Can they make accurate measurements?

- Can they name the main parts of a flowering plant?
- Can they sort some plants by those that can be eaten and those that cannot?

Art & Design

- Can they draw using pencil and crayons?
- Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

Year 1: Why are humans not like tigers?

Year 1: Science, Art and Dance Knowledge, Skills and Understanding

Science

Working Scientifically/ Animals, including humans

- Can they talk about what they <see, touch, smell, hear or taste>?
- Can they use simple equipment to help them make observations?
- Can they put some information in a chart or table?
- Can they identify and classify things they observe?
- Can they think of some questions to ask?
- Can they answer some scientific questions?
- Can they give a simple reason for their answers?
- Can they explain what they have found out?
- Can they point out some of the differences between different animals?
- Can they sort photographs of living things and non-living things?
- Can they classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)
- Can they describe how an animal is suited to its environment?
- Can they name the parts of the human body that they can see?
- Can they identify the main parts of the human body and link them to their senses?
- Can they name the parts of an animal's body?
- Can they name a range of domestic animals?
- Can they classify animals by what they eat? (carnivore, herbivore, omnivore)
- Can they compare the bodies of different animals?
- Can they sort some animals by body covering, eg, scales, fur and skin?

Art & Design

- Can they communicate something about themselves in their drawing?
- Can they create moods in their drawings?
- Can they draw using pencil and crayons?
- Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

Dance

- Can they explore and perform basic body actions?
- Do they use different parts of the body singly and in combination?
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?
- Do they choose appropriate movements for different dance ideas?
- Can they remember and repeat short dance phrases and simple dances?
- Do they move with control?
- Do they vary the way they use space?
- Do they describe how their lungs and heart work when dancing?
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1 (Challenging)

- Can they find out by watching, listening, tasting, smelling and touching?
- Can they talk about similarities and differences?
- Can they explain what they have found out using scientific vocabulary?
- Can they use ICT to show their working?
- Can they make accurate measurements?
- Can they begin to classify animals according to a number of given criteria?
- Can they name some parts of the human body that cannot be seen?
- Can they say why certain animals have certain characteristics?
- Can they name a range of wild animals?

Year 1: Why does it get dark early in the winter? or, Year 1: How do the seasons impact on what we do?

Year 1: Science and Art Knowledge, Skills and Understanding

Science

Working Scientifically/ Seasonal Changes

- Can they talk about what they <see, touch, smell, hear or taste>?
- Can they use simple equipment to help them make observations?
- Can they perform a simple test?
- Can they tell other people about what they have done?
- Can they record their findings using standard units?
- Can they put some information in a chart or table?
- Can they recognise that electricity is an important source of light?
- Can they identify and name the sources of light?
- Can they identify and name sources of light that we can see?
- Can they explain what darkness is?
- Can they compare sources of light? (brightest, dullest, darker, lighter)
- Can they observe and describe shadows during the day?
- Do they know that the Sun lights up the Earth?
- Can they stay safe when observing the Sun?
- Can they describe how the Sun moves across the sky?

Art & Design

- Can they create moods in their drawings?
- Can they draw using pencil and crayons?
- Can they draw lines of different shapes and thickness, using 2 different grades of pencil?
- Can they choose to use thick and thin brushes as appropriate?
- Can they name the primary and secondary colours?
- Can they describe what they can see and like in the work of another artist?
- Can they ask sensible questions about a piece of art?

Year 1 (Challenging)

- Can they use ICT to show their working?
- Can they make accurate measurements?
- Can they explain how electricity helps us at home and at school?
- Can they describe changes in <light, sound> that result from action/s?
- Can they describe how light and temperature are different during the night and day?
- Do they know that the Sun moves across the sky during the day?
- Can they explain why they can't see stars in the day time?

Year 1: Which materials should the Three Little Pigs have used to build their house? or Year 1: What do Aliens think of life on planet Earth?

Year 1: Science and DT Knowledge, Skills and Understanding

Science Everyday Materials

- Can they perform a simple test?
- Can they tell other people about what they have done?
- Can they identify and classify things they observe?
- Can they think of some questions to ask?
- Can they answer some scientific questions?
- Can they give a simple reason for their answers?
- Can they explain what they have found out?
- Can they show their work using pictures, labels and captions?
- Can they record their finding using standard units?
- Can they put some information in a chart or table?

- Can they describe materials using their senses?
- Can they describe materials using their senses, using specific scientific words?
- Can they explain what material objects are made from?
- Can they explain why a material might be useful for a specific job?
- Can they name some different materials?
- Can they sort materials into groups by a given criteria?

Design Technology

- Can they think of some ideas of their own?
- Can they explain what they want to do?
- Can they use pictures and words to plan?
- Can they explain what they are making?
- Which tools are they using?
- Can they make a structure/model using different materials?
- Is their work tidy?
- Can they make their model stronger if it needs to be?

Year 1 (Challenging)

- Can they give a simple reason for their answers?
- Can they talk about similarities and differences?
- Can they explain what they have found out using scientific vocabulary?
- Can they use ICT to show their working?
- Can they make accurate measurements?

- Can they describe things that are similar and different between materials?
- Can they explain what happens to certain materials when they are heated, eg, bread, ice, chocolate?
- Can they explain what happens to certain materials when they are cooled, eg, jelly, heated chocolate?
- Can they tell which materials are changed by bending, twisting and stretching?

Year 2 Statutory Requirements

Working Scientifically (Y1 & 2)	Living things and their habitats	Plants	Animals, including humans	Uses of everyday materials
<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways; • Observe carefully, using simple equipment; • Identifying and classifying; • Using their observations and ideas to suggest answers to their questions; • Gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • Explore and compare differences between things that are living, dead and things that have never been alive; • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; • Identify and name a variety of plants and animals in their habitats, including micro-habitats; • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants; • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring, which grow into adults; • Find out about and describe the basic needs of animals, including humans for survival (water, food and air); • Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. 	<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses; • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Science: Year 2 Overview

Key Features				
	PLANTS	LIVING THINGS and their HABITATS	ANIMALS (including Humans)	Uses of Everyday Materials
YEAR 2	<ul style="list-style-type: none"> • What plants and seeds need to grow • Growing from seeds and bulbs 	<ul style="list-style-type: none"> • Habitats • Living and non living things • Early Food Chains 	<ul style="list-style-type: none"> • Exercise and healthy living • What animals and humans need to survive • Animals have offspring, which grow to be adults 	<ul style="list-style-type: none"> • Use of different everyday materials • Classifying and grouping • Changing materials by bending, etc.
Possible Learning Challenges	<ul style="list-style-type: none"> • How can we grow our own salad? or • How can you be the next master chef? 	<ul style="list-style-type: none"> • Why would a dinosaur not make a good pet? 	<ul style="list-style-type: none"> • How will 5 a day help me to be healthy? or • How could you be the next Jessica Ennis or Steven Gerrard ? 	<ul style="list-style-type: none"> • What is our school made of? or • Which materials did they use to build the Trafford Centre?

Knowledge, Skills and Understanding breakdown for Working Scientifically

Year 2

Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none"> • Can they use <see, touch, smell, hear or taste> to help them answer questions? • Can they use some scientific words to describe what they have seen and measured? • Can they compare several things? 	<ul style="list-style-type: none"> • Can they carry out a simple fair test? • Can they explain why it might not be fair to compare two things? • Can they say whether things happened as they expected? • Can they suggest how to find things out? • Can they use prompts to find things out? 	<ul style="list-style-type: none"> • Can they organise things into groups? • Can they find simple patterns (or associations)? • Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? 	<ul style="list-style-type: none"> • Can they use <text, diagrams, pictures, charts, tables> to record their observations? • Can they measure using <simple equipment>?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting? 	<ul style="list-style-type: none"> • Can they say whether things happened as they expected and if not why not? 	<ul style="list-style-type: none"> • Can they suggest more than one way of grouping animals and plants and explain their reasons? 	<ul style="list-style-type: none"> • Can they use information from books and online information to find things out?
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Knowledge, Skills and Understanding breakdown for Living Things and their Habitats

Year 2

Living Things & their Habitats	Animals, including humans	Plants
<ul style="list-style-type: none"> • Can they match certain living things to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? 	<ul style="list-style-type: none"> • Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans? 	<ul style="list-style-type: none"> • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they name some characteristics of an animal that help it to live in a particular habitat? • Can they describe what animals need to survive and link this to their habitats? 	<ul style="list-style-type: none"> • Can they explain that animals reproduce in different ways? 	<ul style="list-style-type: none"> • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways?
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Knowledge, Skills and Understanding breakdown for Uses of Everyday Materials

Year 2

Classifying and grouping materials

- Can they describe the simple physical properties of a variety of everyday materials?
- Can they compare and group together a variety of materials based on their simple physical properties?

Changing materials

- Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)
- Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)
- Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?
- Can they explain how things move on different surfaces?

Year 2 (Challenging)

- Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?
- Can they sort materials into groups and say why they have sorted them in that way?
- Can they say which materials are natural and which are man made?

- Can they explain how materials are changed by heating and cooling?
- Can they explain how materials are changed by bending, twisting and stretching?
- Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?

Year 2: How can we grow our own salad? or How can you be the next master chef?

Year 2: Science and Art Knowledge, Skills and Understanding

Science Plants

- Can they use some scientific words to describe what they have seen and measured?
- Can they compare several things?
- Can they carry out a simple fair test?
- Can they explain why it might not be fair to compare two things?
- Can they say whether things happened as they expected?
- Can they suggest how to find things out?
- Can they use prompts to find things out?
- Can they organise things into groups?
- Can they use (text, diagrams, pictures, charts, tables) to record their observations?
- Can they measure using <simple equipment>?

- Can they describe some of the life processes common to plants and animals, including humans?
- Can they describe what plants need to survive?
- Can they describe how seeds and bulbs grow into plants?
- Can they describe what a plant needs to grow and stay healthy?
- Can they explain that plants grow and reproduce?
- Can they compare how plants grow in different conditions by making measurements?

Art & Design

- Can they create individual and group collages?
- Can they use different kinds of materials on their collage and explain why they have chosen them?
- Can they use repeated patterns in their collage?
- Can they say how other artists have used colour, pattern and shape?
- Can they create a piece of work in response to another artist's work?
- Can they begin to demonstrate their ideas through photographs and in their sketch books?
- Can they set out their ideas, using 'annotation' in their sketch book?
- Do they keep notes in their sketch books as to how they have changed their work?

Year 2 (Challenging)

- Can they say whether things happened as they expected and if not why not?
- Can they use information from books and online information to find things out?

- Can they describe what plants need to survive and link it to where they are found?
- Can they explain that plants grow and reproduce in different ways?

Year 2: Why would a dinosaur not make a good pet?

Year 2: Science, DT and Music Knowledge, Skills and Understanding

Science Animals, All Living Things and their Habitats	Music
<ul style="list-style-type: none">• Can they match certain living things to the habitats they are found in?• Can they explain the differences between living and non-living things?• Can they describe some of the life processes common to plants and animals, including humans?• Can they decide whether something is living, dead or non-living?• Can they describe how a habitat provides for the basic needs of things living there?• Can they describe what animals need to survive?• Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)• Can they describe a range of different habitats?• Can they describe how plants and animals are suited to their habitat?	<ul style="list-style-type: none">• Can they order sounds to create a beginning, middle and end?• Can they create music in response to <different starting points>?• Can they choose sounds which create an effect?• Can they use symbols to represent sounds?• Can they improve their own work?
Year 2 (Challenging)	DT
<ul style="list-style-type: none">• Can they name some characteristics of an animal that help it to live in a particular habitat?• Can they describe what animals need to survive and link this to their habitats?• Can they explain that animals reproduce in different ways?	<ul style="list-style-type: none">• Can they make sensible choices as to which material to use for their constructions?• Can they develop their own ideas from initial starting points?• Can they consider how to improve their construction?

Year 2: How will 5 a day help me to be healthy? or How could you be the next Jessica Ennis or Steven Gerrard?

Year 2: Science, Dance and Art Knowledge, Skills and Understanding

Science Animals including Humans

- Can they describe what animals need to survive?
- Can they explain that animals grow and reproduce?
- Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)
- Can they explain the basic needs of animals, including humans?
- Can they describe why exercise, a balanced diet and hygiene is important for humans?
- Can they collect weather data about a local habitat and use it to explain the plants and animals they will find there?
- Can they explain how animals get their food and draw a simple food chain?

Art & Design

- Can they create a print using pressing, rolling, rubbing and stamping?
- Can they create a print like a designer?
- Can they mix paint to create all the secondary colours?
- Can they mix and match colours, predicting outcomes?
- Can they mix their own brown?
- Can they make tints by adding white?
- Can they make tones by adding black?
- Can they use different kinds of materials on their collage and explain why they have chosen them?
- Can they use repeated patterns in their collage?

Year 2 (Challenging)

- Can they classify living things into groups according to a range of criteria they have been given?

Dance

- Can they perform body actions with control and co-ordination?
- Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?
- Can they remember and repeat dance phrases?
- Can they perform short dances, showing an understanding of expressive qualities?
- Can they describe the mood, feelings and expressive qualities of dance?
- Can they describe how dancing affects their body?
- Do they know why it is important to be active?
- Can they suggest ways they could improve their work?

Year 2: What is your school made of? or Which materials did they use to build the Trafford Centre?

Year 2: Science, DT and Music Knowledge, Skills and Understanding

Science: Materials

- Can they distinguish between an object and the material from which it is made?
- Can they identify and name a range of everyday materials? (wood, plastic, metal, water, rock, brick, paper, glass)
- Can they describe the simple physical properties of a variety of everyday materials?
- Can they compare and classify a variety of materials based on their simple physical properties?

Design Technology

- Can they think of ideas and plan what to do next?
- Can they choose the best tools and materials? Can they give a reason why these are best?
- Can they describe their design by using pictures, diagrams, models and words?
- Can they join things (materials/ components) together in different ways?
- What went well with their work?
- If they did it again, what would they want to improve?
- Can they measure materials to use in a model or structure?
- Can they join materials in different ways?
- Can they use joining, folding or rolling to make it stronger?

Year 2 (Challenging)

- Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?
- Can they sort materials into groups and say why they have sorted them in that way?
- Can they say which materials are natural and which are man made?

Music

- Can they respond to different moods in music?
- Can they say how a piece of music makes them feel?
- Can they say whether they like or dislike a piece of music?
- Can they choose sounds to represent different things?
- Can they recognise repeated patterns?