

Empiribox KS1 – New National Curriculum “I can” statements

Term 1 Changing Materials

Black- statutory objective

Blue - non-statutory objective

Underlined - key vocabulary to be displayed during unit

Working Scientifically	Scientific Knowledge
<p>I can <u>ask</u> simple <u>questions</u>.</p> <p>I can <u>observe</u> closely using simple <u>equipment</u>.</p> <p>I know that questions can be answered in different ways.</p> <p>I can <u>perform</u> a simple test.</p> <p>I can <u>identify</u> materials.</p> <p>I can <u>compare</u> materials.</p> <p>I can use simple equipment.</p>	<p>I know what an <u>object</u> is called and what it is made from.</p> <p>I can name a variety of different <u>materials</u> (including <u>wood</u>, <u>plastic</u>, <u>glass</u>, <u>metal</u>, <u>water</u> and <u>rock</u>).</p> <p>I can describe the <u>properties</u> of some materials.</p> <p>I can compare and group different materials based on their properties.</p> <p>I can compare whether a <u>material</u> is suitable for a job.</p> <p>I can identify whether a material is <u>suitable</u> for a job.</p> <p>I can list a variety of <u>uses</u> for a given material e.g. metal - coins, spoons, cans, cars.</p> <p>I can explain why an object can be made from different material e.g. a spoon can be wooden or metal.</p> <p>I can explain how some materials can be changed.</p>

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Term 2 Our Living Earth

Black- statutory objective

Blue - non-statutory objective

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Working Scientifically	Scientific Knowledge
<p>I can <u>ask</u> simple <u>questions</u>.</p> <p>I can <u>observe</u> closely using simple <u>equipment</u>.</p> <p>I know that questions can be answered in different ways.</p> <p>I can <u>perform</u> a simple test.</p> <p>I can <u>identify</u> animals.</p> <p>I can <u>compare</u> animals.</p> <p>I can use simple equipment.</p>	<p>I can identify and name <u>animals</u> including <u>fish</u>, <u>amphibians</u>, <u>reptiles</u>, <u>birds</u> and <u>mammals</u> and those kept as <u>pets</u>.</p> <p>I can identify and name some common <u>carnivores</u>, <u>herbivores</u> and <u>omnivores</u>.</p> <p>I can describe the <u>bodies</u> of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can compare the bodies of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify, name, draw and label basic parts of the <u>human</u> body.</p> <p>I know that animals, including humans have <u>offspring</u> which <u>grow</u> into <u>adults</u>.</p> <p>I can recognise some of the <u>signs of growth</u> (e.g. egg, chick, chicken, egg or baby, toddler, child, teenager, adult).</p> <p>I can find out about the basic needs of animals, including humans, for <u>survival</u>.</p> <p>I can describe the importance of <u>exercise</u> for humans.</p> <p>I can describe the importance of <u>eating</u> the correct types of <u>food</u>.</p> <p>I can describe the importance of <u>hygiene</u>.</p>

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	<p>I can explore the differences between things that are <u>living</u>, <u>dead</u> and things that have never been alive (e.g. is a flame alive? Is a tree dead in winter?).</p> <p>I can compare the differences between things that are living, dead and things that have never been alive.</p> <p><u>I know some of the process of <u>growth</u> in humans and animals.</u></p>
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Term 3 Habitats and Seasonal Change

Black- statutory objective

Blue - non-statutory objective

Underlined - key vocabulary to be displayed during unit

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<p>I can <u>ask</u> simple <u>questions</u>.</p> <p>I can <u>observe</u> closely using simple <u>equipment</u>.</p> <p>I know that questions can be answered in different ways.</p> <p>I can suggest answers to questions based on what I have observed.</p> <p>I can <u>perform</u> a simple test.</p> <p>I can <u>identify</u> animals and plants.</p> <p>I can <u>compare</u> animals and plants.</p> <p>I can <u>gather data</u> to answer a question.</p> <p>I can <u>record</u> data to answer a question.</p> <p>I can use simple equipment.</p>	<p>I can observe changes across the <u>four seasons</u>.</p> <p>I can observe <u>weather</u> associated with the seasons and how <u>day length</u> changes.</p> <p>I can describe weather associated with the seasons and how day length changes.</p> <p>I know that it is not <u>safe</u> to look at the <u>Sun</u>, even when wearing <u>sun glasses</u>.</p> <p>I can talk about changes in the weather.</p> <p>I can talk about changes in the seasons.</p> <p>I can identify that living things live in <u>habitats</u> to which they are suited.</p> <p>I can describe how different habitats provide for the basic needs of different kinds of <u>plants</u> and <u>animals</u>.</p> <p>I can describe how plants and animals within a habitat <u>depend</u> on each other.</p> <p>I can identify and name plants and animals within a habitat (including <u>microhabitats</u> e.g. woodlice under a log.)</p> <p>I can describe how an animal gets their <u>food</u> from plants and other animals.</p>

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	<p>I can use a <u>food chain</u>.</p> <p>I can identify and name different <u>sources</u> of food.</p> <p>I understand the term 'habitat'.</p> <p>I understand the term 'micro-habitat'.</p> <p>I can compare animals that live in different habitats.</p>
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Term 4 Mixtures & Potions: An Introduction to Chemistry

Black- statutory objective

Blue - non-statutory objective

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<p>I can <u>ask</u> simple <u>questions</u>.</p> <p>I can <u>observe</u> closely using simple <u>equipment</u>.</p> <p>I know that questions can be answered in different ways.</p> <p>I can suggest answers to questions based on what I have observed.</p> <p>I can <u>perform</u> a simple test.</p> <p>I can <u>identify</u> animals.</p> <p>I can <u>compare</u> animals.</p> <p>I can use simple equipment.</p> <p>I can identify patterns in my observations.</p> <p>I can suggest ways to improve a test.</p> <p>I can explain my ideas using scientific words.</p>	<p>I know what an <u>object</u> is called and what it is made from.</p> <p>I can name a variety of different <u>materials</u> (including <u>wood</u>, <u>plastic</u>, <u>glass</u>, <u>metal</u>, <u>water</u> and <u>rock</u>).</p> <p>I can describe the <u>properties</u> of some materials.</p> <p>I can compare and group different materials based on their properties.</p> <p>I can compare the whether a <u>material</u> is suitable for a job.</p> <p>I can identify whether a material is <u>suitable</u> for a job.</p> <p>I know that <u>solids</u> can be <u>malleable</u>.</p> <p>I can list a variety of <u>uses</u> for a given material e.g. metal - coins, spoons, cans, cars.</p> <p>I can explain why an object can be made from different material e.g. a spoon can be wooden or metal.</p>

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Term 5 Plants

Black- statutory objective

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Working Scientifically	Scientific Knowledge
<p>I can <u>ask</u> simple <u>questions</u>.</p> <p>I can <u>observe</u> closely using simple <u>equipment</u>.</p> <p>I know that questions can be answered in different ways.</p> <p>I can suggest answers to questions based on what I have observed.</p> <p>I can <u>perform</u> a simple test.</p> <p>I can <u>identify</u> plants, animals, habitats and materials.</p> <p>I can <u>compare</u> plants, animals, habitats and materials.</p> <p>I can <u>gather data</u> to answer a question.</p> <p>I can <u>record</u> data to answer a question.</p> <p>I can use simple equipment.</p> <p>I can identify patterns in my observations.</p> <p>I can suggest ways to improve a test.</p> <p>I can explain my ideas using scientific words.</p>	<p>I can name some <u>deciduous</u> and <u>evergreen</u> <u>trees</u>.</p> <p>I can identify and group deciduous and evergreen trees.</p> <p>I can identify parts of a tree.</p> <p>I can describe the <u>structure</u> of trees.</p> <p>I can name some common <u>wild</u> and <u>garden</u> <u>flowers</u>.</p> <p>I can identify parts of a flower.</p> <p>I can describe the structure of flower.</p> <p>I can compare some of the <u>plants</u> I know.</p> <p>I can explore plants growing in a <u>habitat</u>.</p> <p>I can observe the <u>growth</u> of flowers that I have <u>planted</u>.</p> <p>I can <u>observe</u> the growth of <u>vegetables</u> I have planted.</p> <p>I can observe and describe the <u>lifecycle</u> of a <u>seed</u> and <u>bulb</u>.</p> <p>I can investigate what <u>plants</u> need to <u>grow</u> and stay healthy.</p> <p>I can investigate and describe what a seed needs to <u>germinate</u>.</p> <p>I can describe what plants need to grow and stay healthy.</p> <p>I can observe how different plants grow.</p> <p>I know some things a plant needs to germinate, grow, <u>survive</u> and <u>reproduce</u>.</p>

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Term 6 Toys: An Introduction to Forces

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<p>I can <u>ask</u> simple <u>questions</u>.</p> <p>I can <u>observe</u> closely using simple <u>equipment</u>.</p> <p>I know that questions can be answered in different ways.</p> <p>I can suggest answers to questions based on what I have observed.</p> <p>I can <u>perform</u> a simple test.</p> <p>I can <u>gather data</u> to answer a question.</p> <p>I can <u>record</u> data to answer a question.</p> <p>I can use simple equipment.</p> <p>I can identify patterns in my observations.</p> <p>I can suggest ways to improve a test.</p> <p>I can explain my ideas using scientific words.</p>	<p>I can identify a <u>pull</u> and a <u>push</u>.</p> <p>I can describe a <u>force</u>.</p> <p>I can explain that objects need a force to make them move.</p> <p>I can identify which way a force is moving.</p> <p>I can explain that <u>gravity</u> is a force on earth.</p> <p>I can test if materials are <u>magnetic</u>.</p> <p>I can compare how things move on different <u>surfaces</u>.</p>