

Otter Science CYCLE B

These are the targets on which I am currently working: Yr 1/ 2 level

	Objectives:	Pupil:	Teacher:
Term 1 All living things/ habitats	I can draw and label different animals.		
	I can identify and name a range of animals, including fish, amphibians, reptiles, birds and mammals.		
	I can describe and compare the structures of different animals.		
	I can identify that some things are living, dead or have never been alive.		
	I can explore different habitats and begin to explain what a habitat is.		
	I can describe how different habitats meet the needs of different animals and plants.		
	I can identify and name a variety of plants and animals.		
	I can, with support, create a simple food chain.		
Term 2 Forces	I can move objects in different ways.		
	I can name a variety of objects and describe basic properties.		
	I can compare different surfaces and textures.		
	I can compare how things move on different textured surfaces.		
	I can compare how things move on water.		
	I can explore how magnetic forces act and I can identify some magnetic materials.		
	I can explore how magnets are useful in everyday items.		
I can observe how magnets attract or repel each other.			
Term 3 Rocks	I can use relevant vocabulary to describe materials (e.g. hard, opaque, and rough).		
	I can group together a range of everyday materials with particular notice of how rocks are often used in everyday life. (Home, pavement, steps, school.)		
	I can use relevant vocabulary to describe different rocks (e.g shiny, rough, smooth.) Also to compare , bigger. Smaller, heavier etc.		
	I can identify different rocks based on their appearance and physical properties.		
	I can compare and group together different kinds of rocks.		
	I can explore different kinds of rocks and soils in my local environment.		
	I can explore what happens when rocks are rubbed together or what changes occur when they are in water.		

Otter Science CYCLE B

Term 4 Animals Including humans	I can suggest ways to look after animals, including pets.		
	I can explain why we need to look after animals in certain ways (e.g. giving them food, water and shelter).		
	I can, with support, name some basic parts of the human body.		
	I can draw the human body and label the basic parts.		
	I can name the five senses and name each body part tied to this sense.		
	I can measure and observe how different animals grow.		
	I can start to understand the processes of reproduction and growth in animals (e.g. understanding the link between an egg and a chicken or tadpole and frog).		
	I can suggest the things animals need for survival and to stay healthy.		
Term 5 Plants	I can identify and recognise some common garden plants and some wild plants		
	I can name a variety of wild and garden plants, including deciduous and evergreen trees.		
	I can, with support, describe the basic structure of plants.		
	I can independently identify and describe some of the basic parts of a plant.		
	I can observe and record the growth of a variety of plants.		
	I can observe similar plants at different stages of growth and set up a comparative test to show that plants need light and water to stay healthy.		
	I can start to understand the process of germination and reproduction in plants.		
Scientific skills	I can start to ask simple questions about scientific phenomena.		
	I can start to recognise that questions can be answered in different ways.		
	I can, with support, set up simple experiments.		
	I can start to perform simple tests to explore questions.		
	I can gather data, with support.		
	I can record data, with support.		
	I can ask questions about scientific phenomena and recognise that they can be answered in different ways.		
	I can use simple experiments and observe results.		
	I can gather data independently.		
	I can record data accurately in different ways.		
I can use my prior knowledge to suggest why something is happening.			

Comments and achievements: