2016 national curriculum assessments

Key stage 1

2016 teacher assessment exemplification: end of key stage 1

Science

Working at the expected standard

April 2016

Standards & Testing Agency

Contents

2016 teacher assessment exemplification: end of key stage 1

Key stage 1 (KS1) science teacher assessment (TA), using the interim teacher assessment frameworks, is statutory for 2016.

This document contains material that exemplifies all of the statements within the KS1 interim TA framework for 'working at the expected standard'.

Use of the exemplification materials

- Schools must use the interim TA frameworks to reach their TA judgements.
- If teachers are confident in their judgements, they do not need to refer to the exemplification materials. The exemplification materials are there to help teachers make their judgements where they want additional guidance.
- The judgement as to whether a pupil meets a statement is made across a collection of evidence and not on individual pieces.
- This document consists of pieces of work drawn from different pupils which exemplify all or part of a statement within the expected standard.
- Some of the examples in this document demonstrate how the 'pupil can' statements have been met using work produced whilst a particular topic was being taught. When making their judgements, teachers should be confident that any required knowledge can be used appropriately by the pupil.

Note: you must also refer to the 'Interim teacher assessment frameworks at the end of key stage 1' on GOV.UK as they have not been fully duplicated here.

Interim teacher assessment framework at the end of key stage 1: science

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- 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 including:
  - observing changes over time
  - noticing similarities, differences and patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

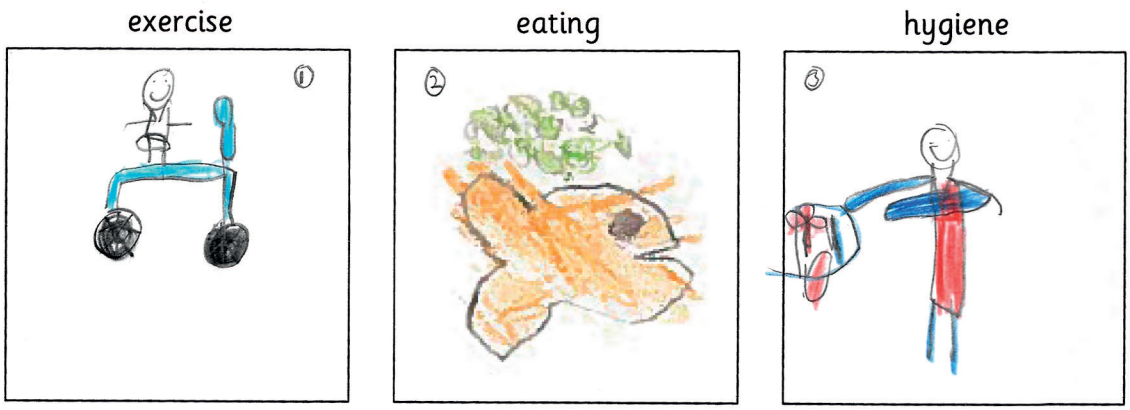
The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

Title	**Exercise diet hygiene**
Year group of pupil	**2**
Science content statement(s)	Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.
Working scientifically statement(s) (if applicable)	Ask their own questions about what they notice.
Context	Following work about healthy lifestyles in PSHE, the pupils had asked the teacher if they could find out about germs (following a class talk on hand washing) and investigated what happened to 3 pieces of bread kept in sealed plastic bags (one control, one touched with clean hands, one handled with dirty hands). They made observations in a class notebook and identified that the mould was growing more quickly on the 'dirty hands' bread, concluding that washing your hands would prevent germs entering your body. They watched a short video clip showing children exercising, eating and washing. They then discussed the video in talk partners and asked a question for investigation. Pupils were asked to independently complete the task below.
Comment	The pupil recognises that fish is part of a balanced diet, explaining that it is good for your brain and body. In discussion about how 'healthy' the meal was, the pupil talked about the peas they had drawn as being part of the diet, and also mentioned fruit, as well as fish. In conversation the pupil used the term 'germs' to explain why hand washing was important for good health.

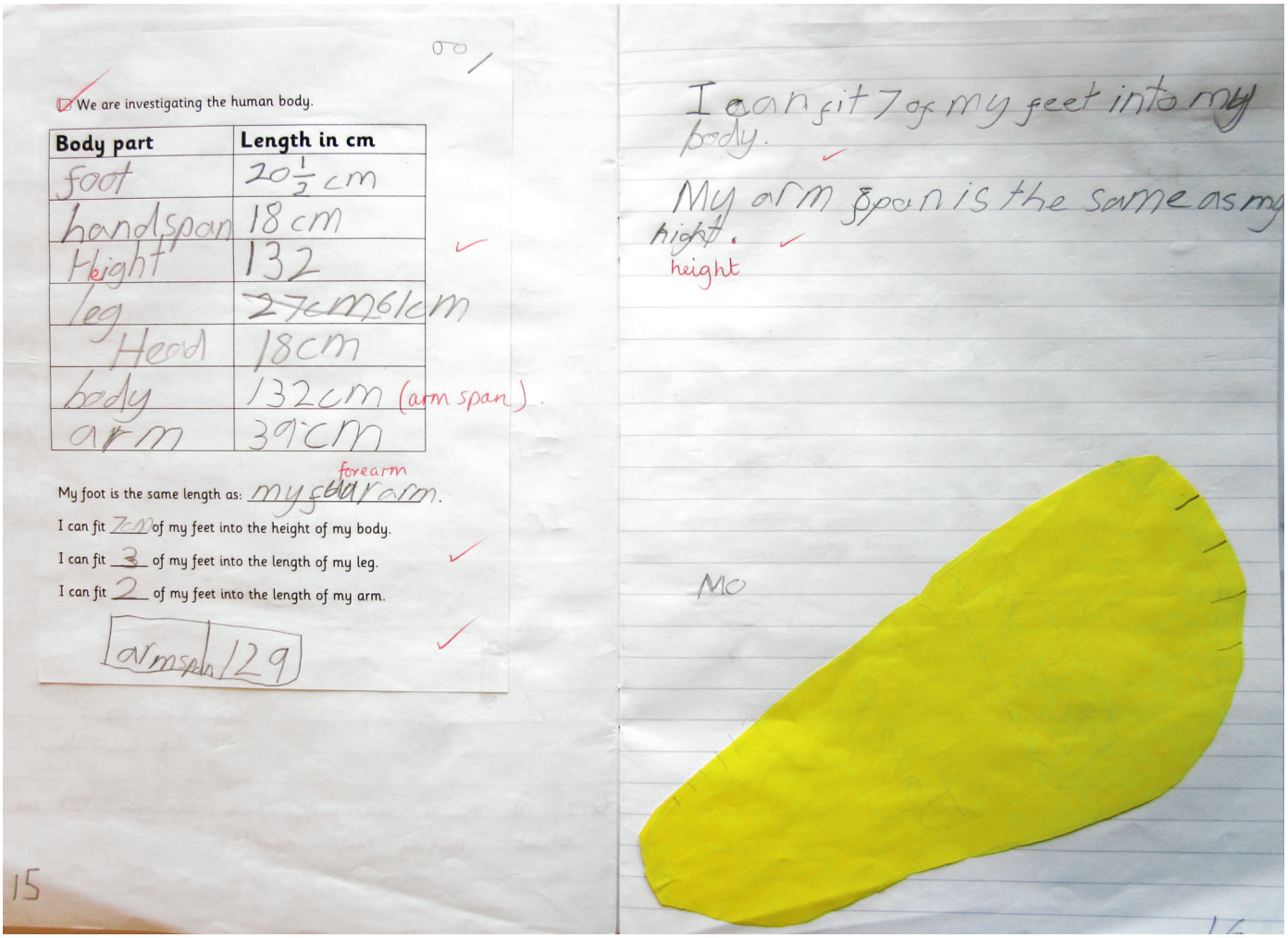
Draw some pictures that would help someone live a healthy lifestyle.



Describe the importance of exercise, eating the right foods and hygiene for humans.

1. bike riding make your leg muscles stronge and biger.
2. fish helps your brain to help your body
3. was when you wash your hands the germs go away

Title	Measuring the body
Year group of pupil	2
Science content statement(s)	Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.
Working scientifically statement(s) (if applicable)	Noticing similarities, differences and patterns.
Context	In previous lessons, pupils had named and located various parts of their bodies. In this lesson, the teacher drew around one pupil on paper and asked the class to demonstrate how they could measure parts of the body accurately. They then measured parts of their body using a ruler and were asked to write about any patterns they noticed. They were able to choose which parts they measured, to help clarify the naming and locating of parts of the body.
Comment	The pupil makes appropriate observations and uses simple equipment, naming and locating the parts of the body in order to be able to look for differences and similarities in their sizes. Given that the measurements generated come from real life data, the teacher has allowed leeway in the comparisons that the pupil has made.



We are investigating the human body.

Body part	Length in cm
foot	20½ cm
handspan	18 cm
Height	132
leg	27cm61cm
Head	18cm
body	132cm (arm span)
arm	39cm

My foot is the same length as: my forearm.

I can fit 7 of my feet into the height of my body.

I can fit 3 of my feet into the length of my leg.

I can fit 2 of my feet into the length of my arm.

armspan 129

15

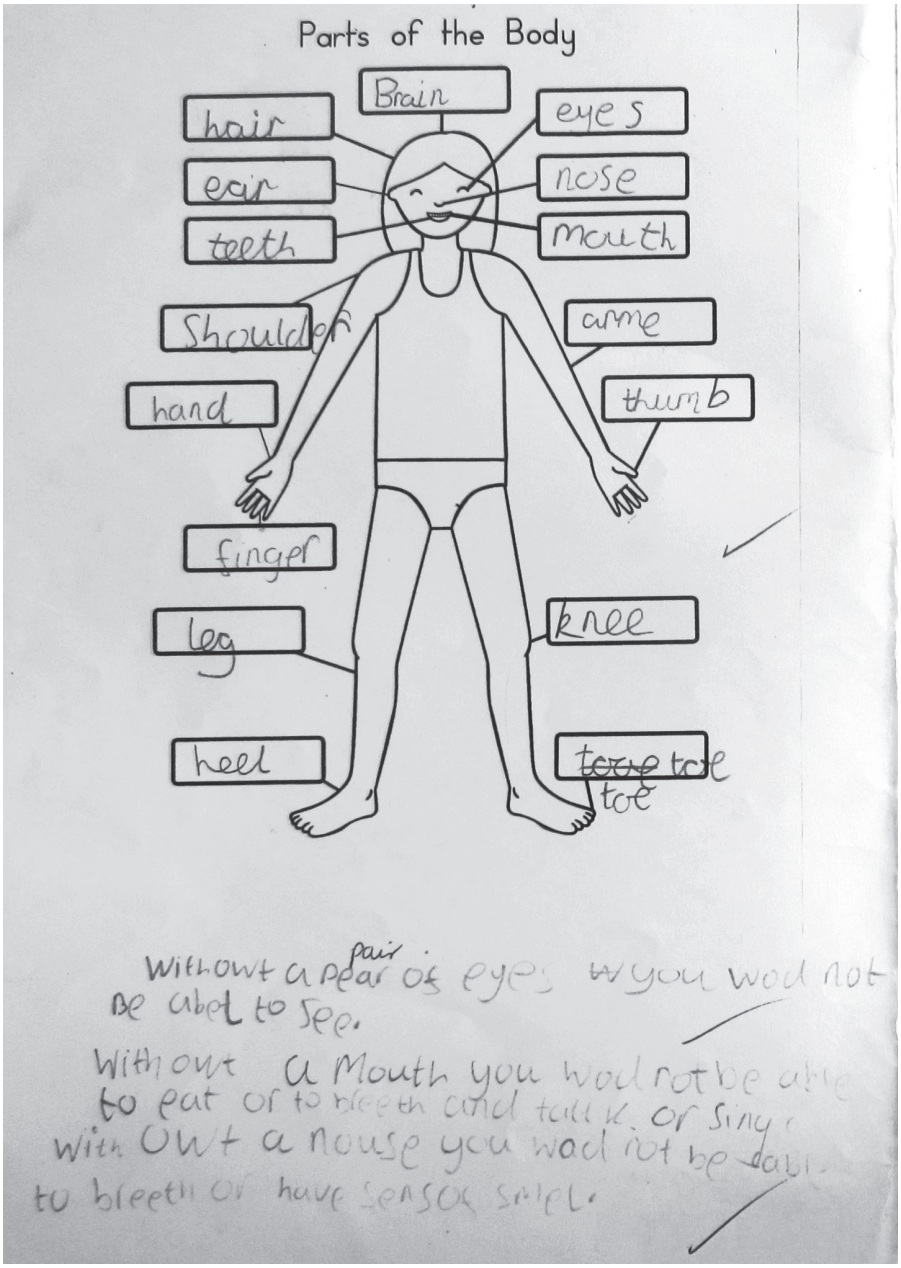
I can fit 7 of my feet into my body.

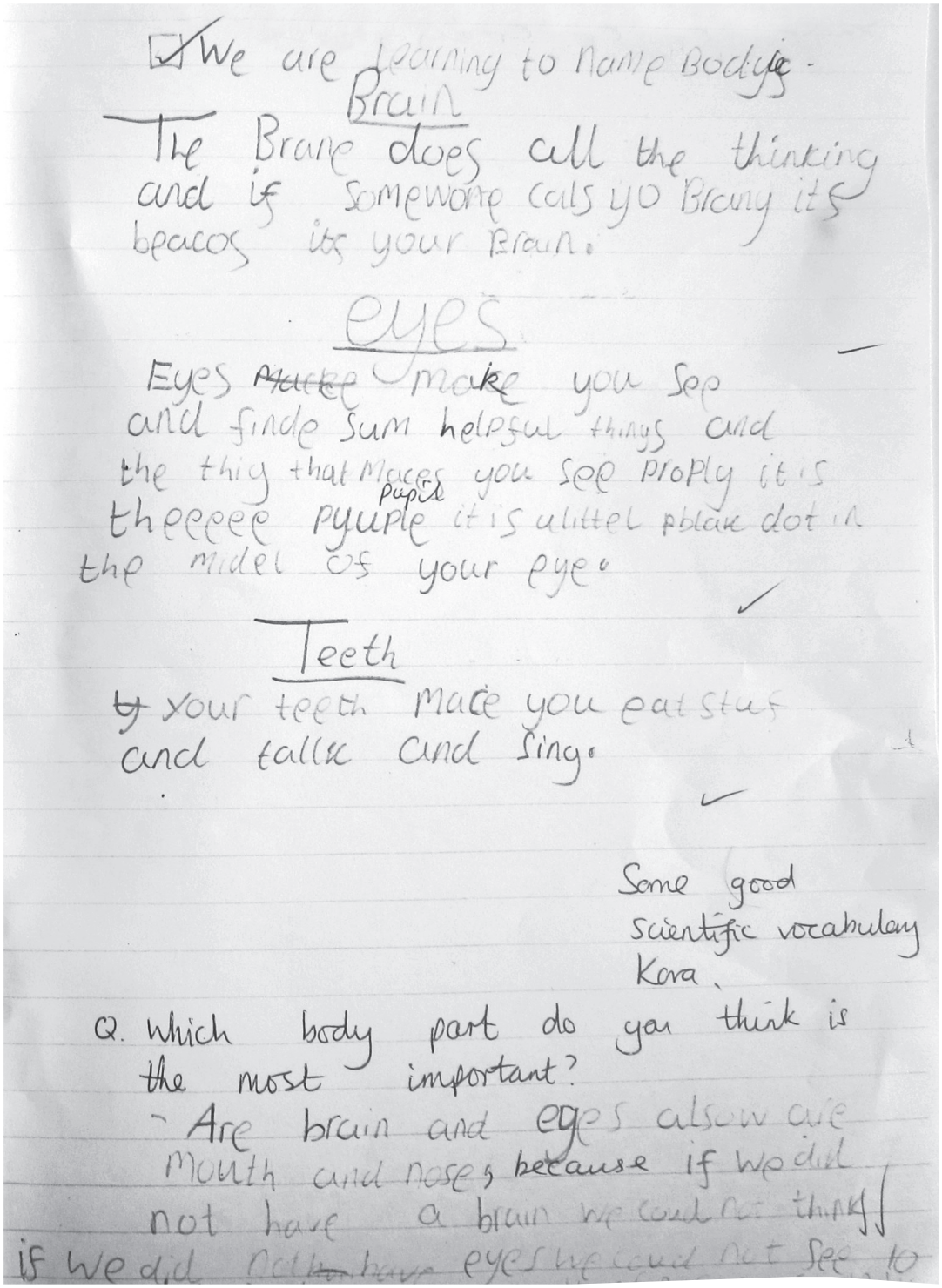
My arm span is the same as my hight. height

Title	Senses
Year group of pupil	1
Science content statement(s)	Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.
Working scientifically statement(s) (if applicable)	Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.
Context	In previous lessons pupils had learnt about the parts of the human body, how to name and locate them, and about their different functions. In this lesson, pupils were set a task of making a fruit salad. Afterwards, they shared ideas with the class about how the fruit looked, smelled, tasted and felt. The teacher listened to what pupils were saying as they made the fruit salad and noted their observations.
Comment	The pupil named the parts of the body relating to some of the senses and explained how she was able to feel, taste and smell the fruit, using appropriate language. This was shown by the teacher notes documenting the pupil's ideas.

It was tasty! I used my nose to smell it. I touched the banana. We tasted it in our mouths and my tongue. I liked it.

Title	**Parts of body**
Year group of pupil	**2**
Science content statement(s)	Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.
Working scientifically statement(s) (if applicable)	Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.
Context	In this lesson, pupils were first asked to work in groups to list as many body parts as they could on an outline of the human body. They were then asked to work independently to label parts of the body on a diagram, and then to choose 3 body parts and explain what they are used for. Lastly, they were prompted to justify which body part they thought was the most important and why.
Comment	The pupil identifies the main parts of the body as well as the function of a range of different parts (brain/eyes/teeth), explains what would happen without this body part (eye/mouth/nose), and justifies which they think is most important (brain/eyes/mouth/nose). They use appropriate language throughout.





☑ We are learning to name Bodys.

Brain

The Brane does all the thinking and if somewone cals yO Brany it's beacos its your Brain.

eyes

Eyes ~~Maike~~ make you Sep and finde Sum helpful things and the thig that Maces you Sep Proply it is theeeee pyuple (purple) it is ulittel pblak dot in the midel of your eye.

Teeth

~~by~~ your teeth Mace you eat stuf and talke and Sing.

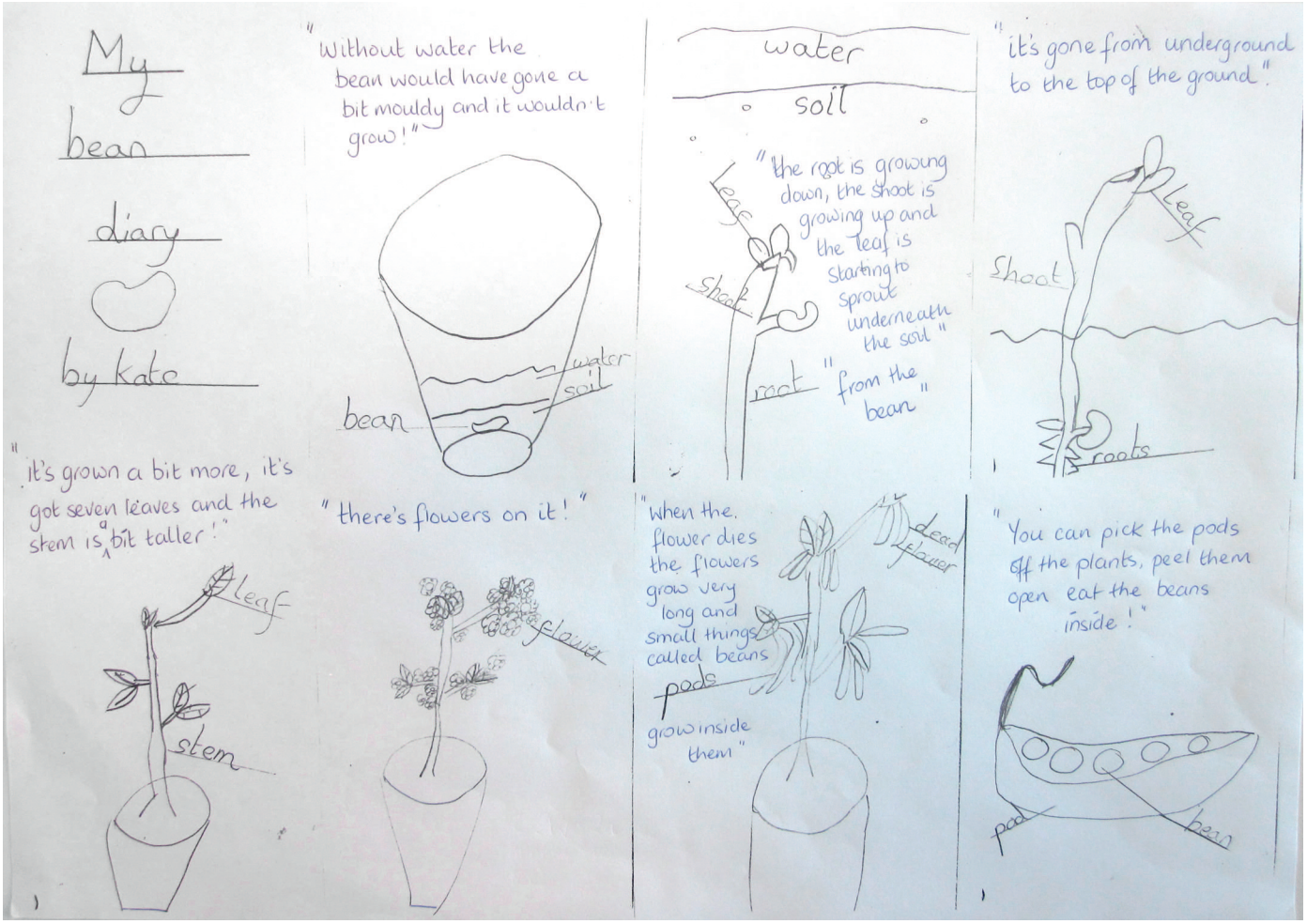
Some good scientific vocabulary Kora.

Q. Which body part do you think is the most important?

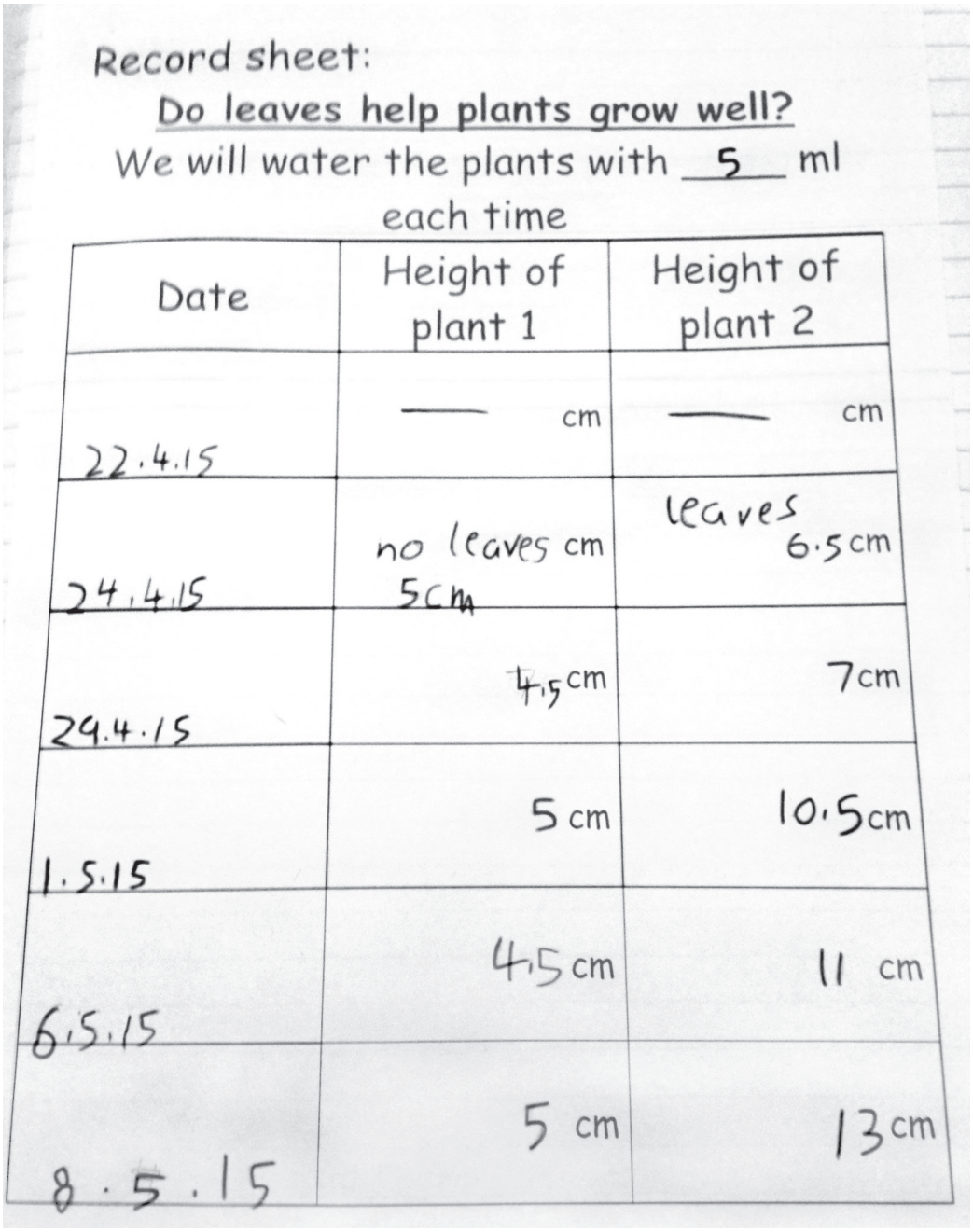
- Are brain and eyes alsow are Mouth and noses because if we did not have a brain we could not think if we did ~~not~~ have eyes we could not See. to

Title	Animal survival needs
Year group of pupil	2
Science content statement(s)	Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.
Working scientifically statement(s) (if applicable)	Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.
Context	In previous lessons, pupils carried out their own research about some of the animals they observed on the school field. They had also been taught about animals needing food, water, shelter and air to breathe, in order to survive. In this activity, pupils were asked to choose their favourite animal and were put into groups based upon their choice. They were then asked to create a home for the animal that would provide for all of its survival needs. A photograph was taken of the home, which was annotated during an ICT lesson. The pupil was later asked by the teacher to clarify the annotation 'Moist leaves to slurp away the water', and they replied that it is the ladybird that is drinking the water.
Comment	The pupil shows an understanding of the basic needs of animals for survival, using appropriate scientific language and a model.

Title	Bean diary
Year group of pupil	2
Science content statement(s)	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.
Working scientifically statement(s) (if applicable)	Observing changes over time.
Context	In previous lessons, pupils had been growing beans and observing the changes that occur as they grow over a number of weeks. In this activity, the pupil was asked to show the stages of growth using pictures. The teacher spoke to them about it and wrote down on their work some of the comments that they made.
Comment	The pupil has observed and described the main changes as the beans grew into mature plants over an extended period of time.



Title	**Plant growth without leaves**
Year group of pupil	**2**
Science content statement(s)	Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants.
Working scientifically statement(s) (if applicable)	Observing changes over time. Carrying out simple comparative tests.
Context	In previous lessons, pupils had been planting, growing and observing plants. In this activity, pupils investigated whether leaves help a plant to grow by removing the leaves from 1 plant and then comparing its growth to another plant that had leaves. They recorded their findings over a number of days, using the prepared results table.
Comment	The pupil successfully carries out comparative tests over a number of weeks. They reach the conclusion that plants need leaves, along with light and water to grow. The plants were watered at each measurement.



Record sheet:

Do leaves help plants grow well?

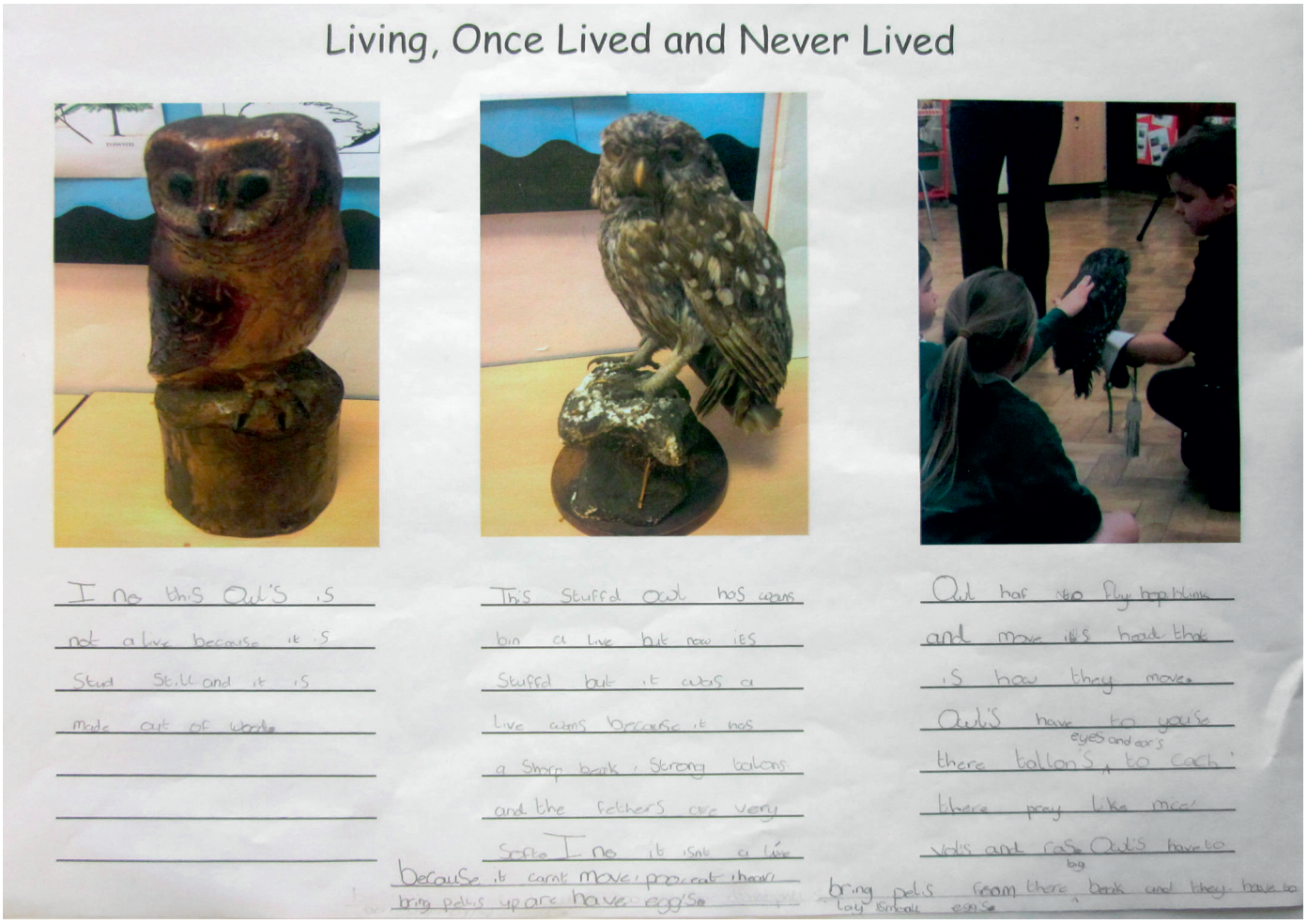
We will water the plants with 5 ml each time

Date	Height of plant 1	Height of plant 2
22.4.15	— cm	— cm
24.4.15	no leaves cm 5cm	leaves 6.5 cm
29.4.15	4.5 cm	7 cm
1.5.15	5 cm	10.5 cm
6.5.15	4.5 cm	11 cm
8.5.15	5 cm	13 cm

Title	**Classifying frogs as living and never lived**
Year group of pupil	**2**
Science content statement(s)	Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults. Identify whether things are alive, dead or have never lived.
Working scientifically statement(s) (if applicable)	Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out
Context	In previous lessons, pupils had made a 3D model of an island and populated it with models of animals in different habitats. This pupil had chosen to make a clay frog. In this lesson, they were asked to compare and contrast the characteristics of the clay animal (which has never lived) with those of a living one. Following some discussion about the differences, this pupil chose to write about it.
Comment	The pupil shows an understanding of the differences between the clay and real animals, both in terms of the basic needs for survival of the real animal, and some of the life processes common to all living things. They use appropriate scientific language to do this.

My clay animal is made out of a natural meterial called clay. A real frog would be made of bone's and flesh and muscles and slimy green skin. My clay animal Need's care but my real animal would need fly's, water, a Shelter under log's and Oxegean all around it and it would need to excrete from it's bottom. My clay animal can't communicate, eat, think, touch, it's heart can't pump blood around the body, drink, excrite, baste, breathe, see, move, smell and hear. A real frog would be able to communicate, think, touch, pump blood, drink, excreate, taste, breathe, see, move, smell and hear.

Title	Classifying owls as alive, once alive, never lived
Year group of pupil	2
Science content statement(s)	Identify whether things are alive, dead or have never lived.
Working scientifically statement(s) (if applicable)	Noticing similarities, differences and patterns.
Context	In previous activities, the pupils had been learning about animals, focusing on night-time animals in particular. A local bird of prey display team came into school to enable the pupils to gain first-hand experience of real owls. Pupils were encouraged to bring owl-related objects (toys etc.) in from home to compare to the real owls. One pupil brought in a stuffed owl and another pupil brought in a wooden sculpted owl. In this activity, pupils were asked to see if they could spot the similarities and differences between the various owls, using their knowledge of the features of living animals to explain how they know which owl is alive, which once lived and which has never lived.
Comment	The pupil has noticed similarities and differences between the owls and explained how they know which owl is alive, which one lived and which has never lived.

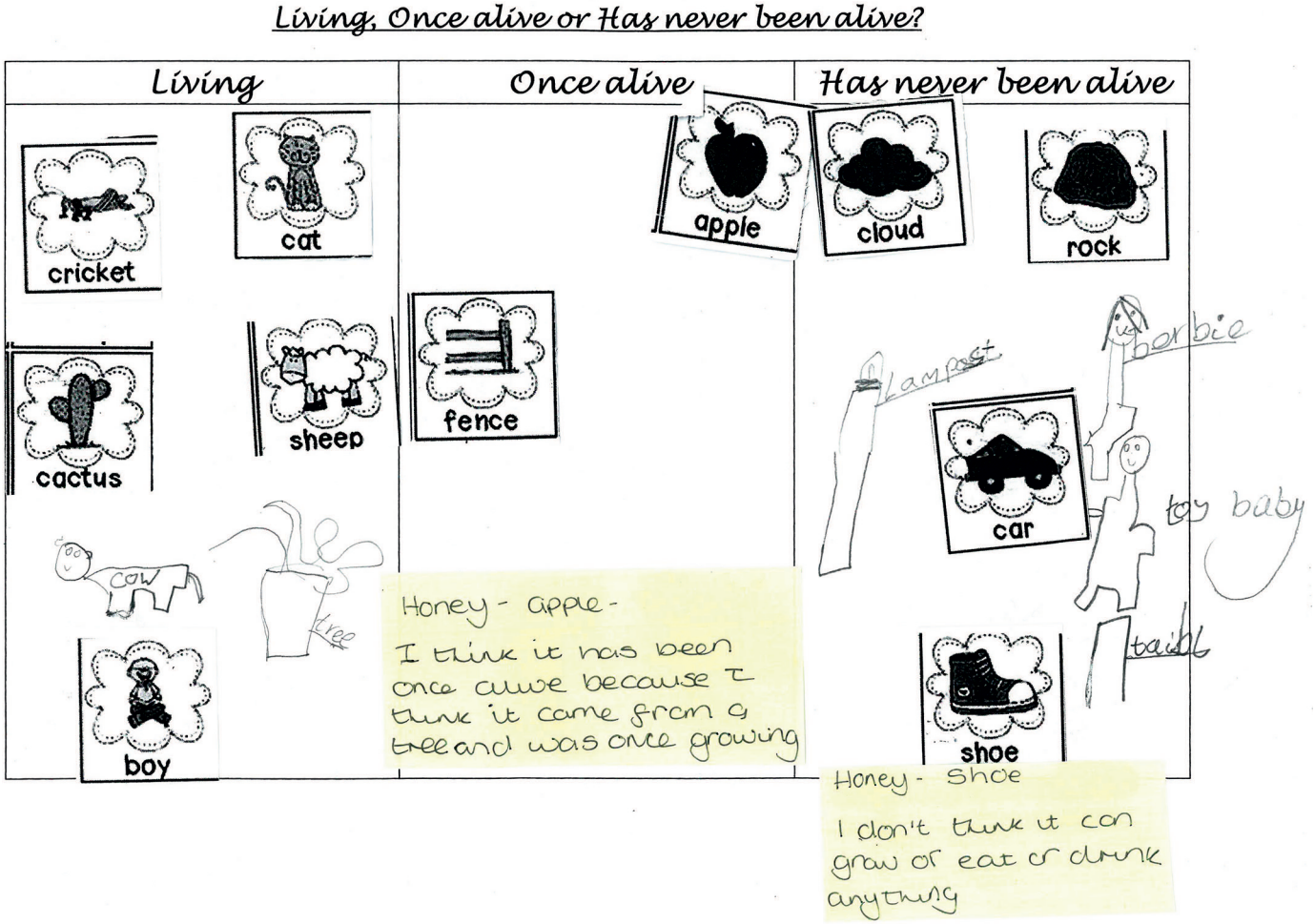


I no this owl's is not alive because it is stud still and it is made out of wood.

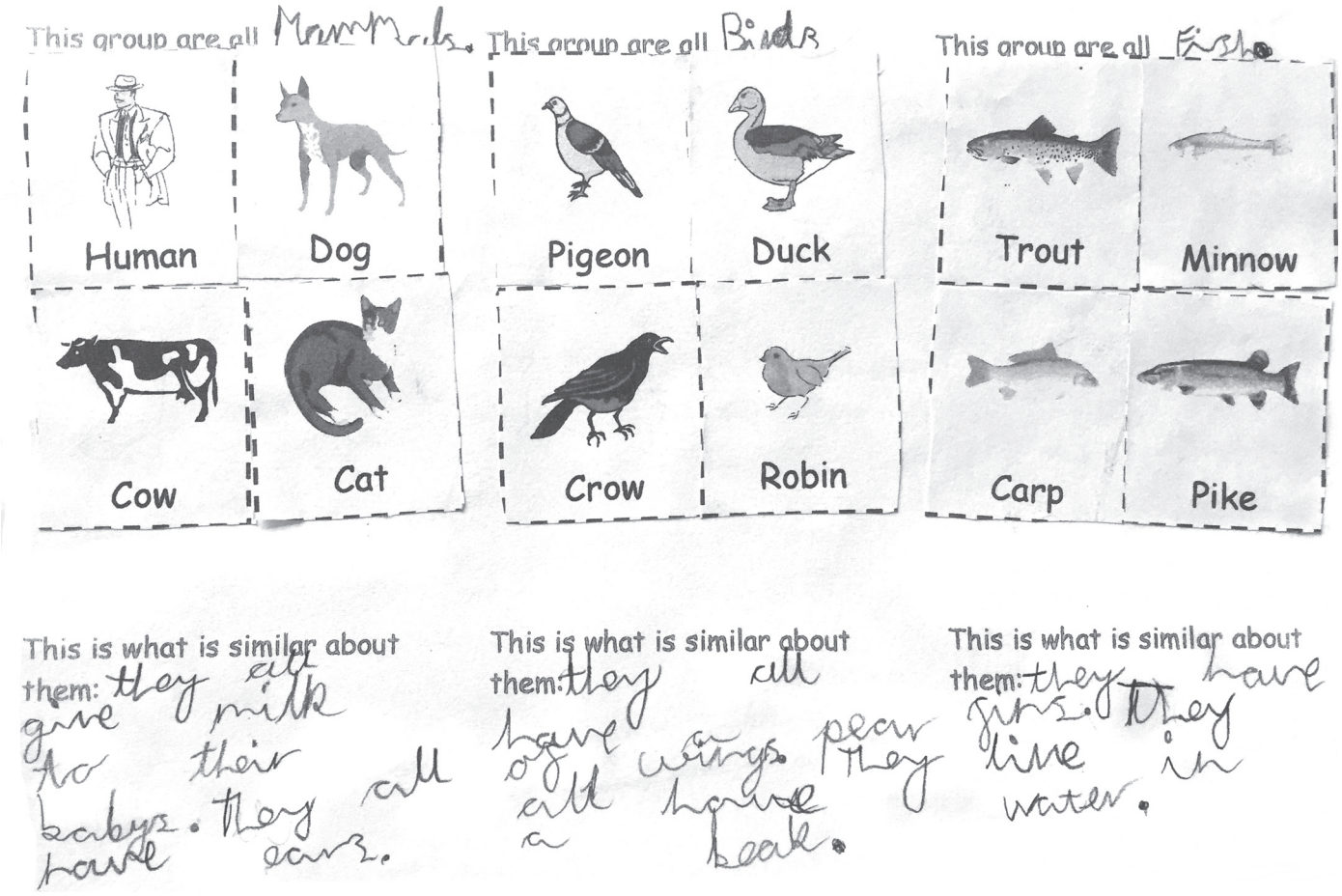
This stuffed owl has wons been a live but now its stuffed but it was a live wons because it has a sharp beak, strong talons and the fethers are very soft. I no it isn't a live becuase it can't move, poo, eat, hear, bring pelis (pellets) up are have eggs.

Owl has to fly, hop, blink and move its head that is how they move. Owl's have to youse there tallons, eyes and ears to cach there prey like mice, vols and rats. Owl's have to bring pelis (pellets) from there big beak and they have to lay small eggs.

Title	**Classifying objects as alive, once alive, never lived**
Year group of pupil	**2**
Science content statement(s)	Identify whether things are alive, dead or have never lived.
Working scientifically statement(s) (if applicable)	Grouping and classifying things.
Context	In previous activities, the class had a 'treasure hunt' to find a variety of objects, e.g. something made of metal, a seed and something from an animal. They were then asked to group them and share the criteria (e.g. found outside/inside etc.) before being asked to sort objects according to if they were living/once alive/had never been alive. In this activity, pupils were given a new set of pictures and a sorting diagram. They were asked to sort the pictures into the groups based on whether they thought that they were living/once alive/had never been alive, and to be able to give a reason for it. Adults in the class spoke to the pupils and noted down what they said on sticky notes, looking especially for justification of their decisions. Additional objects were also included (e.g. doll).
Comment	The pupil has grouped items by identifying whether things are alive, once alive or have never lived, providing some justification.



Title	Mammals, birds, fish
Year group of pupil	1
Science content statement(s)	Describe and compare the observable features of animals from a range of groups.
Working scientifically statement(s) (if applicable)	Grouping and classifying things.
Context	In previous lessons, pupils had been taught about the basic features of different mammals, fish and birds. In this lesson, they were asked to group a variety of common animals and write a sentence to justify each of their classifications.
Comment	The pupil compares the simple, observable features of the animals provided, in order to group them, and describes the way that they have done this.

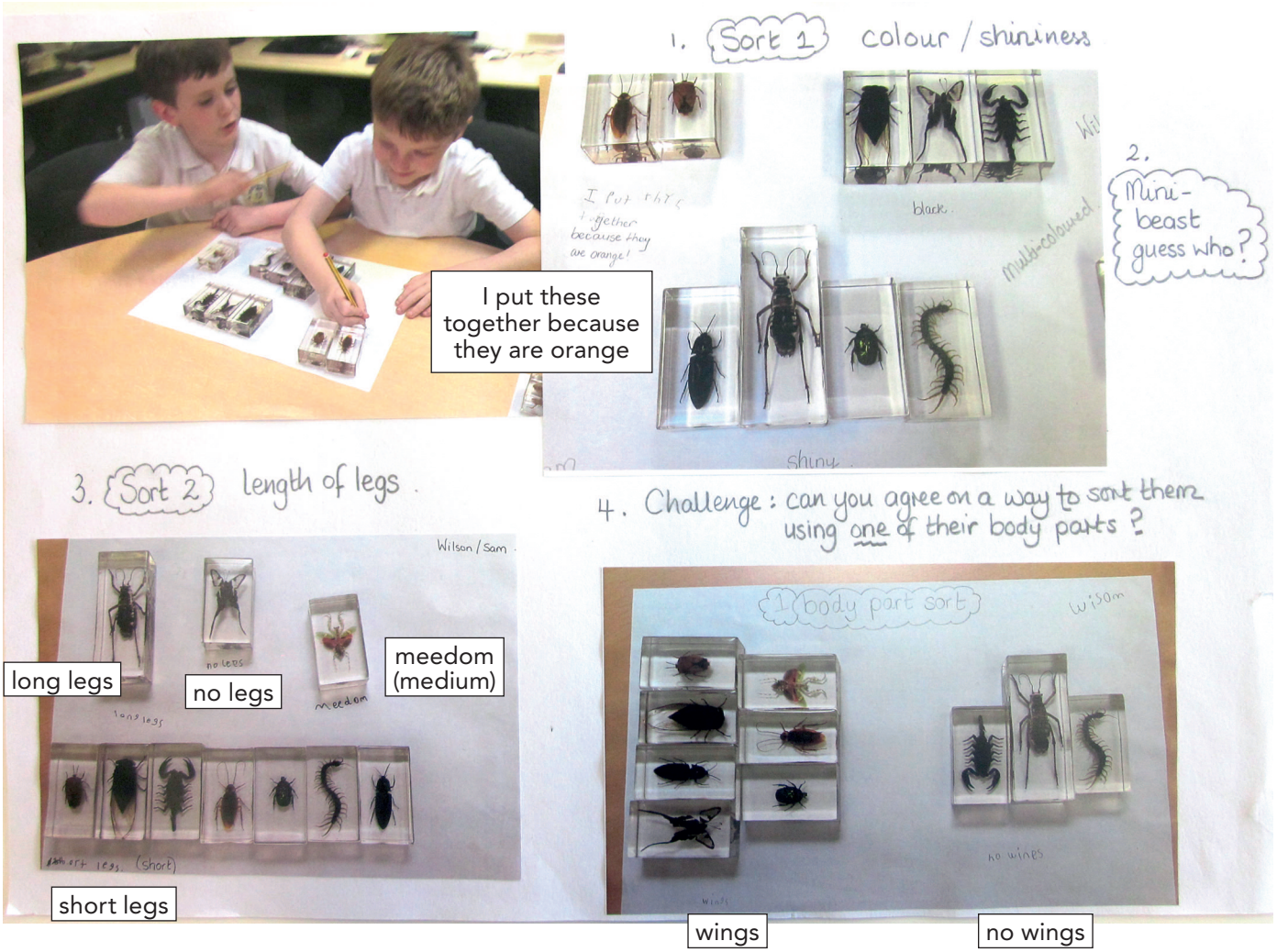


they all give milk to their babys.
They all have ears.

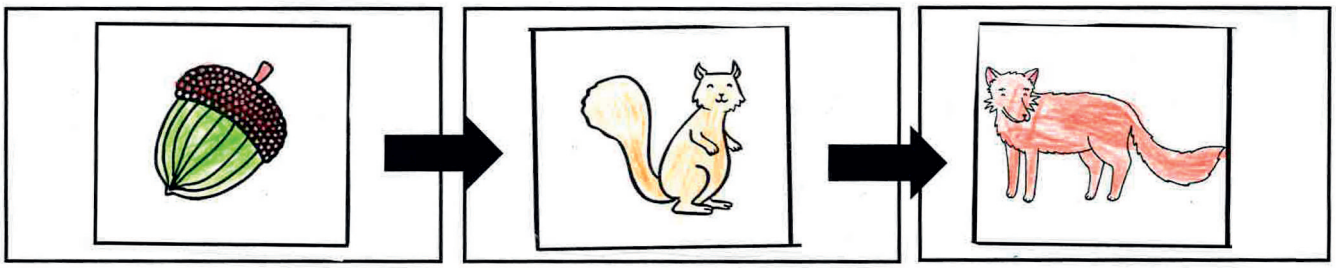
they all have a pear of wings.
They all have a beak.

they have fins.
They live in water.

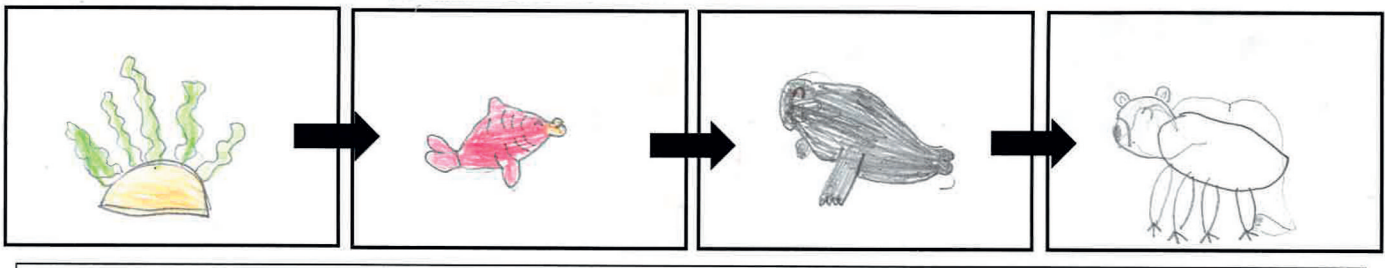
Title	**Comparing observable features of insects**
Year group of pupil	**2**
Science content statement(s)	Describe and compare the observable features of animals from a range of groups.
Working scientifically statement(s) (if applicable)	Grouping and classifying things.
Context	In previous lessons, pupils were asked to observe the features of living things found in the school grounds. In this lesson, they were asked to sort the animals provided by choosing their own criteria based upon what they noticed, resulting in a grouping by colour and shininess. They were then asked to play a game of 'Mini-Beast Guess Who?' One pupil secretly chose an animal and provided clues for their partner to identify it. The second pupil was encouraged to ask further questions before identifying the animal. After this, they were asked to re-group the animals, which they did by choosing features other than colour.
Comment	By observing closely, pupils compare features of the animals, which enable them to group them. Although pupils work on the task together, the teacher ascertains through questioning that both children on their own are able to justify their decisions.



Title	**Food chains (woodland and ocean)**
Year group of pupil	**2**
Science content statement(s)	Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.
Working scientifically statement(s) (if applicable)	Not applicable.
Context	In previous lessons, pupils had visited a wildlife centre and observed woodland animals in their habitat. They had been asked to use secondary sources of information to find out about an animal of their own choice and to share their findings about its habitat, diet and features. They had grouped animals according to their diet and been introduced to the terms herbivore, carnivore and omnivore. In this lesson, pupils were first asked to select pictures of plants and animals to create a woodland food chain, using the template provided. They were then asked to draw plants and animals into a food chain for a different habitat.
Comment	The pupil selects appropriate pictures to stick in the correct order for a woodland food chain. They then decide which plants and animals to draw into a food chain for a different habitat. The pupil illustrates that food chains begin with a plant and correctly identifies subsequent feeding relationships in both habitats.

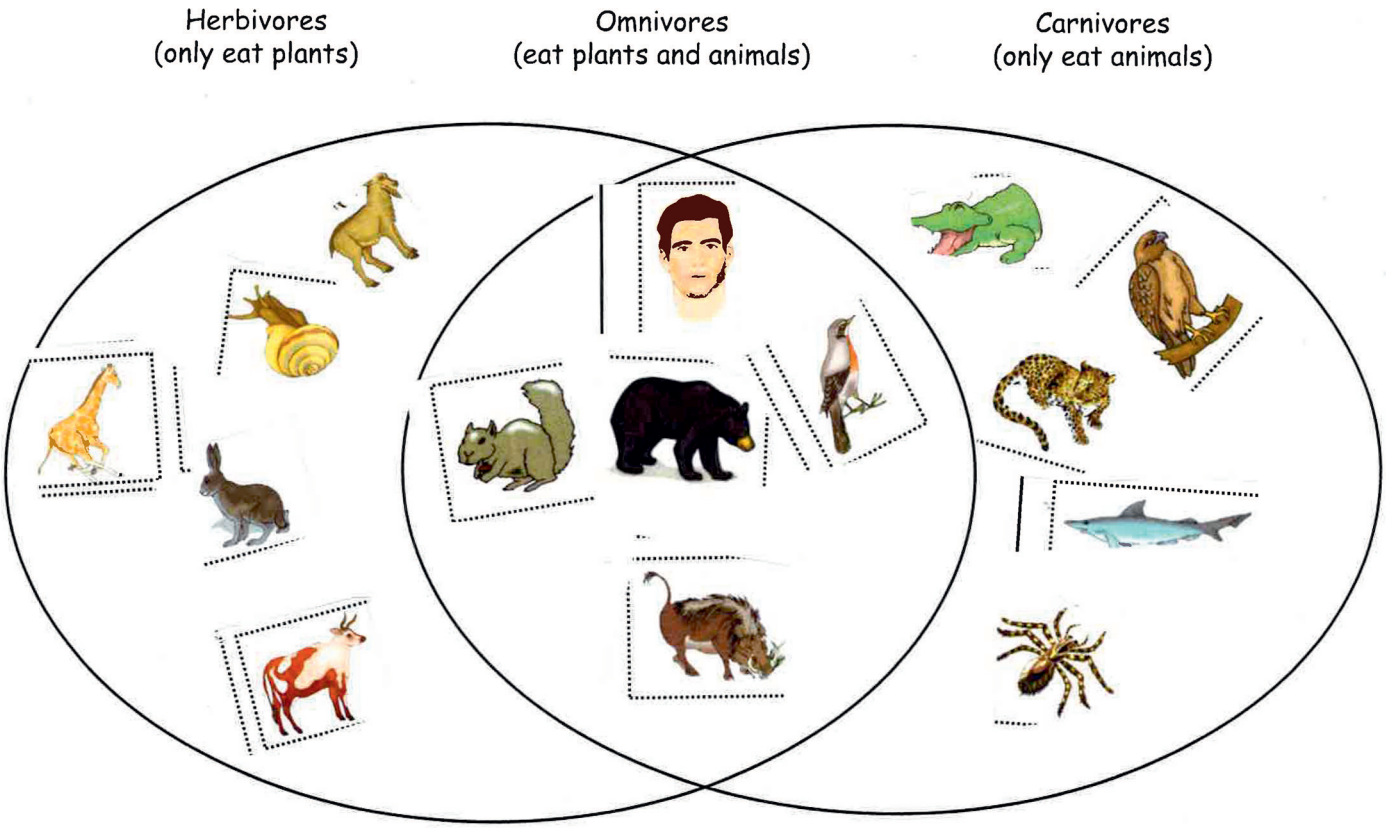


Habitat Woodland



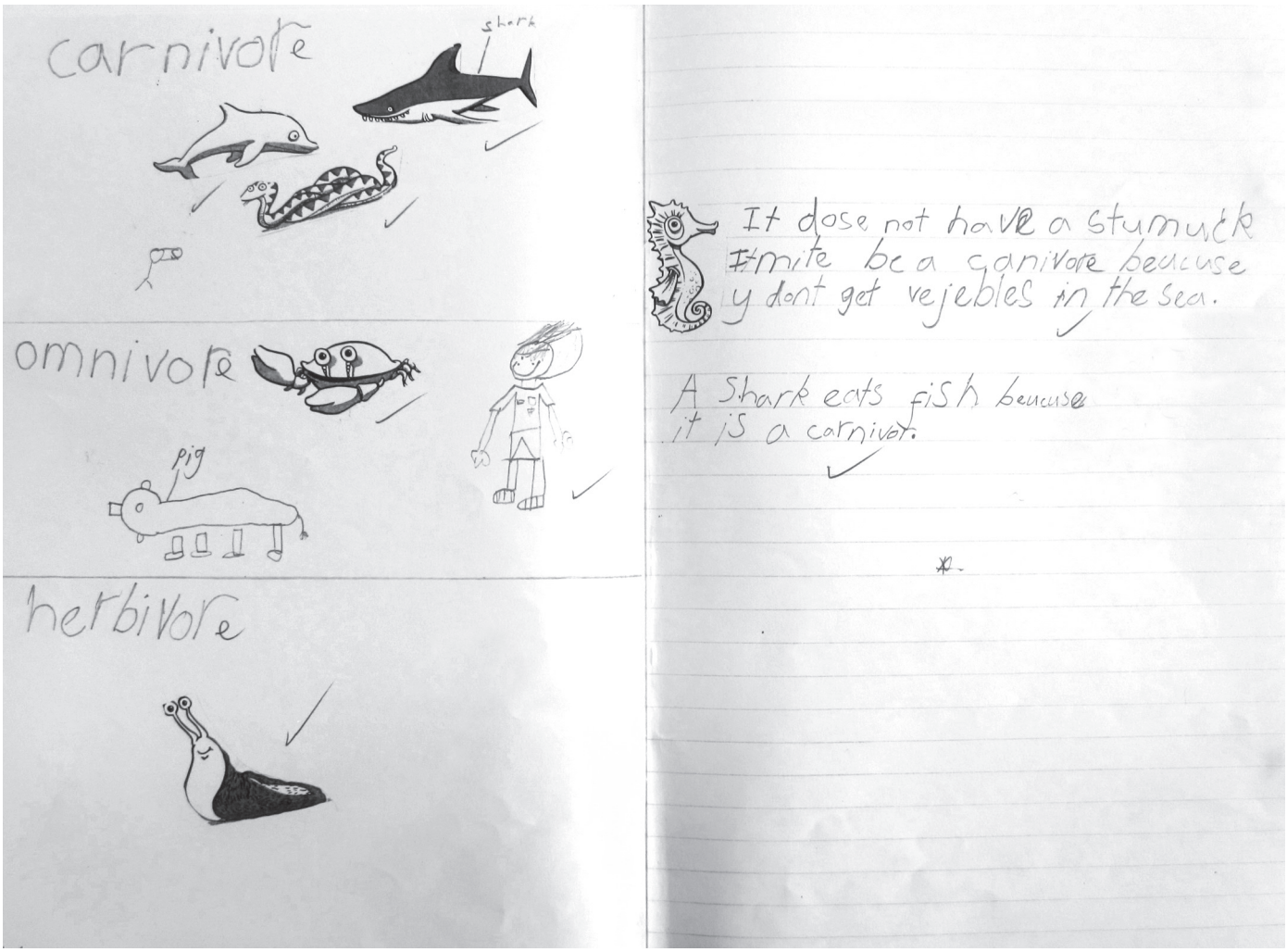
Habitat Ocean

Title	Grouping animals according to what they eat – Venn diagram
Year group of pupil	2
Science content statement(s)	Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.
Working scientifically statement(s) (if applicable)	Grouping and classifying things.
Context	In previous lessons, pupils had visited a wildlife centre and observed woodland animals in their habitat. They had been asked to use secondary sources of information to find out about an animal of their own choice and to share their findings about its habitat, diet and features. In this lesson, pupils were given pictures of familiar animals to sort into groups according to their diet, using a Venn diagram.
Comment	The pupil correctly sorts the animals into groups, according to what they eat. When questioned, the child explains what each of the terms means and justifies the classification of the squirrel as an omnivore, explaining that, whilst mostly herbivore, it will eat insects and small rodents if hungry.

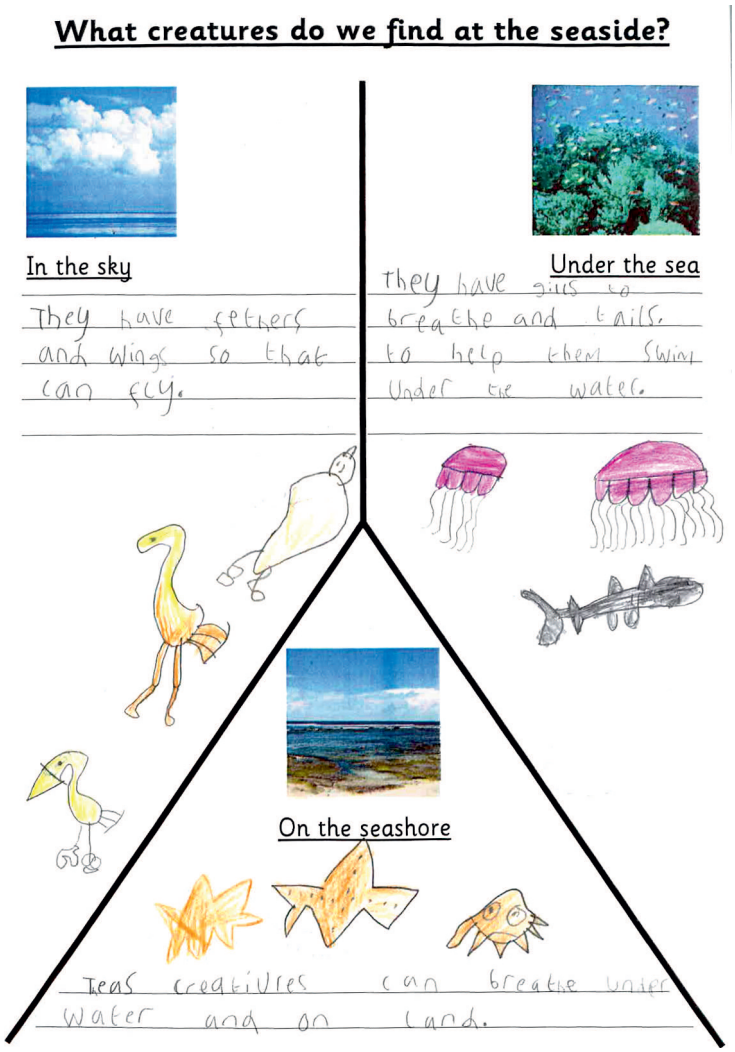


Title	Seasonal change
Year group of pupil	1
Science content statement(s)	Describe seasonal change.
Working scientifically statement(s) (if applicable)	Grouping and classifying things.
Context	This activity was carried out at the end of the summer term after pupils had taken part in several walks to explore their local environment at different times of the year. They were given a set of images and asked to sort them into the 4 seasons. They then added other features for each season, in addition to the names of the months that occur within each season. They were not told the names of the seasons.
Comment	The pupil identifies the images of weather, plants and animals, including human activity according to season. They also name the 4 seasons and the months in which each season occurs. The pupil adds appropriate additional features for each season.

Title	**Grouping animals according to what they eat**
Year group of pupil	**1**
Science content statement(s)	Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.
Working scientifically statement(s) (if applicable)	Grouping and classifying things. Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.
Context	In previous lessons, pupils had classified familiar animals into scientific groups, based on their features, and observed living snails and their diet in a snailarium in the classroom. In this lesson, pupils watched a video clip showing 3 animals at a zoo which described their diets. They were introduced to the terms herbivore, omnivore and carnivore, and carried out a sorting activity as a class on the whiteboard. Pupils were then given pictures of animals and asked to sort them using the same terms. They also had to write a sentence about 1 of the animals and justify their choice.
Comment	The pupil uses the appropriate scientific language and applies it to familiar animals, grouping the pictures correctly according to what they eat, as well as adding some illustrations of their own to demonstrate understanding of the concept. The pupil also suggests that a seahorse might be a carnivore, based on an understanding of potential food sources and body structure.



Title	**Animals suited to habitat: seaside**
Year group of pupil	**2**
Science content statement(s)	Name different plants and animals and describe how they are suited to different habitats.
Working scientifically statement(s) (if applicable)	Grouping and classifying things. Finding things out using secondary sources of information.
Context	In previous lessons the pupils had sorted animals into groups using their own criteria (e.g. pets and non-pets), learned about different animal groups (birds, reptiles, mammals etc.) and sorted animals into these groups. The pupils had used secondary sources of information, (non-fiction texts and the internet) to research different animals and their habitats. In this lesson, the pupils had been asked to think about the animals they might see at the seaside and sort them according to whether they would see them in the sky, underwater or on the seashore. They had been asked to write a short caption saying why these animals are suited to live in that specific habitat. Further discussion about where the animals would find food took place following this activity.
Comment	The pupil has sorted, but not named, animals which might be found in each of the places and described, with reference to breathing and moving, why those animals are suited to it. They have identified that some animals have 'gills' and can therefore 'breathe underwater'. In the subsequent discussion, the pupil described how and where the animal would find its food at the seaside.

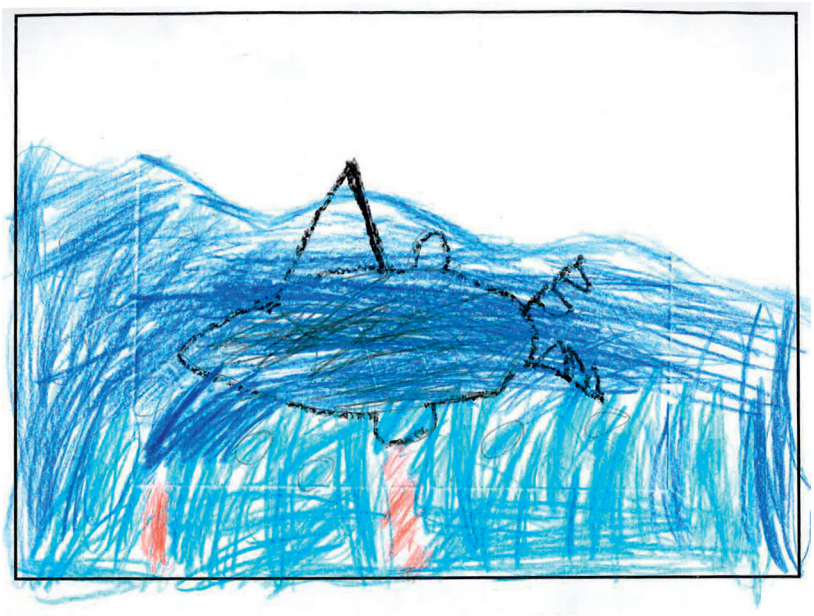


They have fethers and wings so that can fly.

They have gills to breathe and tails to help them swim under the water.

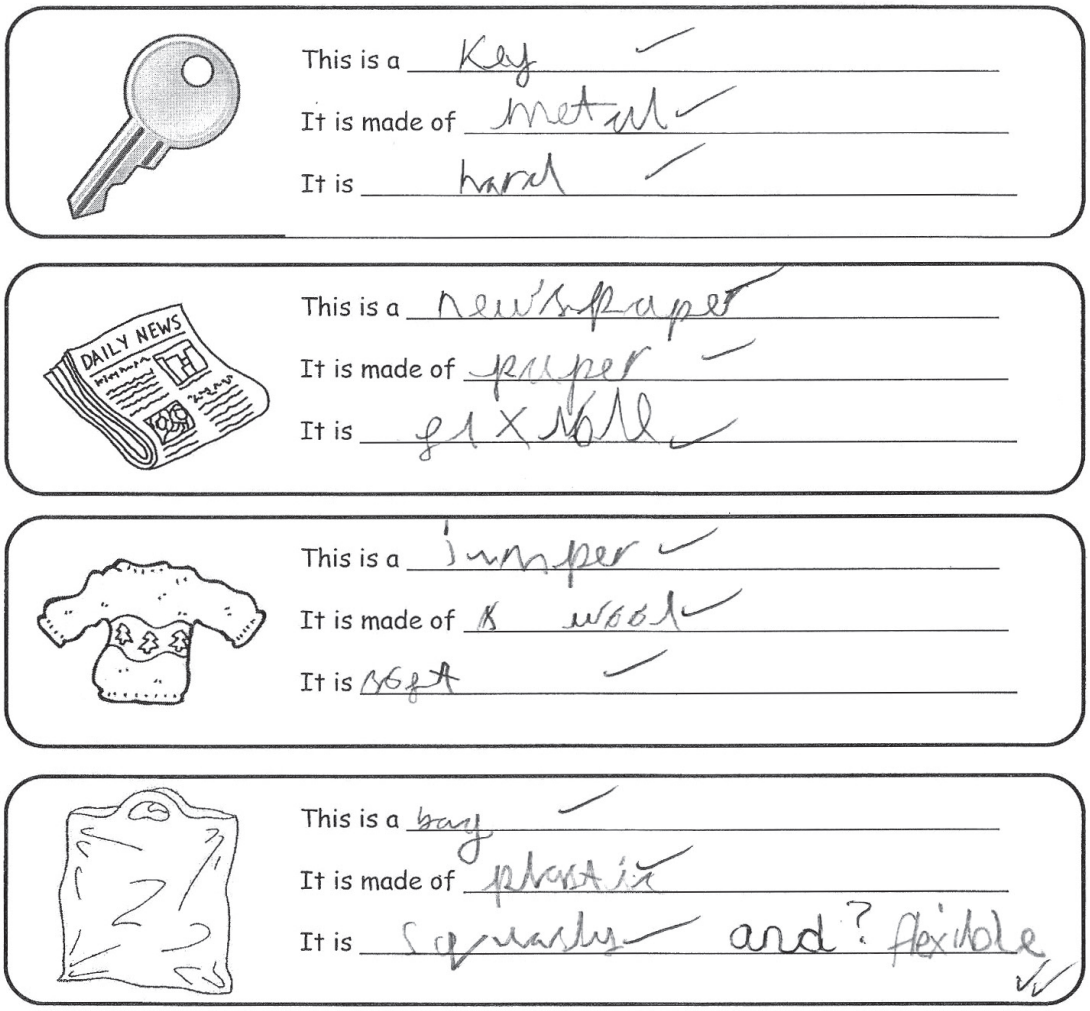
Teas creatiures can breathe under water and on land.

Title	**Animals suited to habitat: sharks**
Year group of pupil	**2**
Science content statement(s)	Name different plants and animals and describe how they are suited to different habitats.
Working scientifically statement(s) (if applicable)	Finding things out using secondary sources of information.
Context	In previous lessons the pupils had learned about the idea of a habitat, and had visited a wildlife centre to observe woodland animals in their habitat. In this lesson pupils used secondary sources of information (non-fiction texts and the internet) to find out about an animal of their own choice. They were asked to produce a short piece of information text about their chosen animal (shark) and to give an example of why that animal is suited to its habitat.
Comment	The pupil gives a written description of how the shark is suited to its ocean habitat in terms of breathing and movement. The pupil explains that a shark cannot survive out of the water because it would not be able to breathe. When questioned by the teacher, the child also described how the shark ate small fish that live in the ocean.

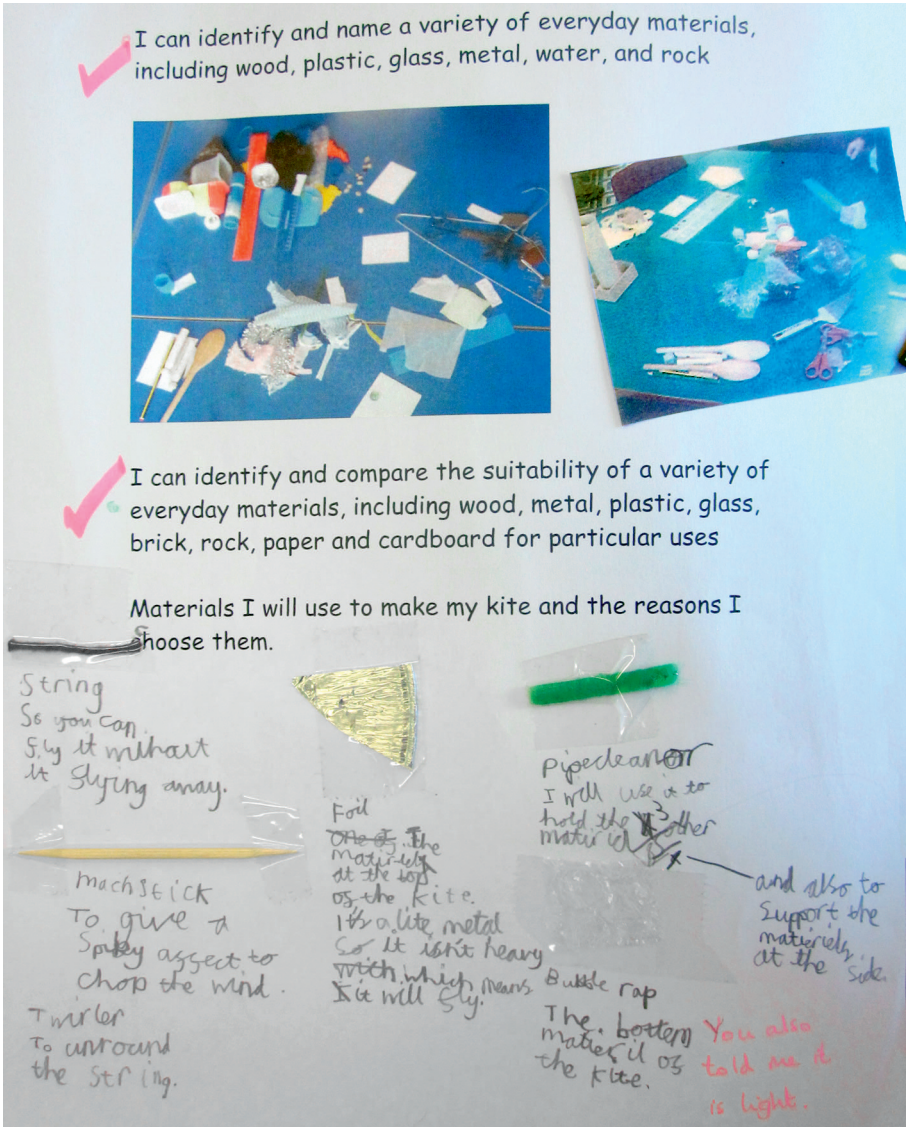


Sharks live in the ocean. They are suited to their habitat because they have fins to help them steal and balence in the water. They have got gills to breathe under water but they can't breat out of water

Title	**Distinguishing objects from materials**
Year group of pupil	1
Science content statement(s)	Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.
Working scientifically statement(s) (if applicable)	Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.
Context	In previous lessons the pupils had observed, first hand, a range of familiar solid materials, named them, been introduced to appropriate scientific language to describe their observable properties, and used their observations to sort the materials according to these properties. In this lesson the focus was on distinguishing objects from materials, something that pupils often confuse. Pupils were also asked to describe a property of the material.
Comment	This child has correctly named the different familiar objects and the material each is made from, distinguished between the 2 objects, and used appropriate scientific language to describe the properties of each.



Title	**Making a kite**
Year group of pupil	**2**
Science content statement(s)	Using their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials and compare their suitability for different uses.
Working scientifically statement(s) (if applicable)	Grouping and classifying things.
Context	The class previously sorted a range of every day materials by their observable properties and had been introduced to appropriate scientific language to describe these. To introduce the idea of suitability for purpose, the pupils had flown kites in the playground and talked about what made a good kite. They were then given a range of materials and asked to choose suitable ones to use when making a kite, specifying their reasons.
Comment	The pupil has sorted the materials according to their suitability for different parts of a kite, with some direct references to properties 'light' and descriptions of how the material behaves 'spiky to chop the wind, to support the materials'.



String
So you can fly it without it flying away

Machstick
To give a spiky affect to chop the wind.

Twirler
To unround the string.

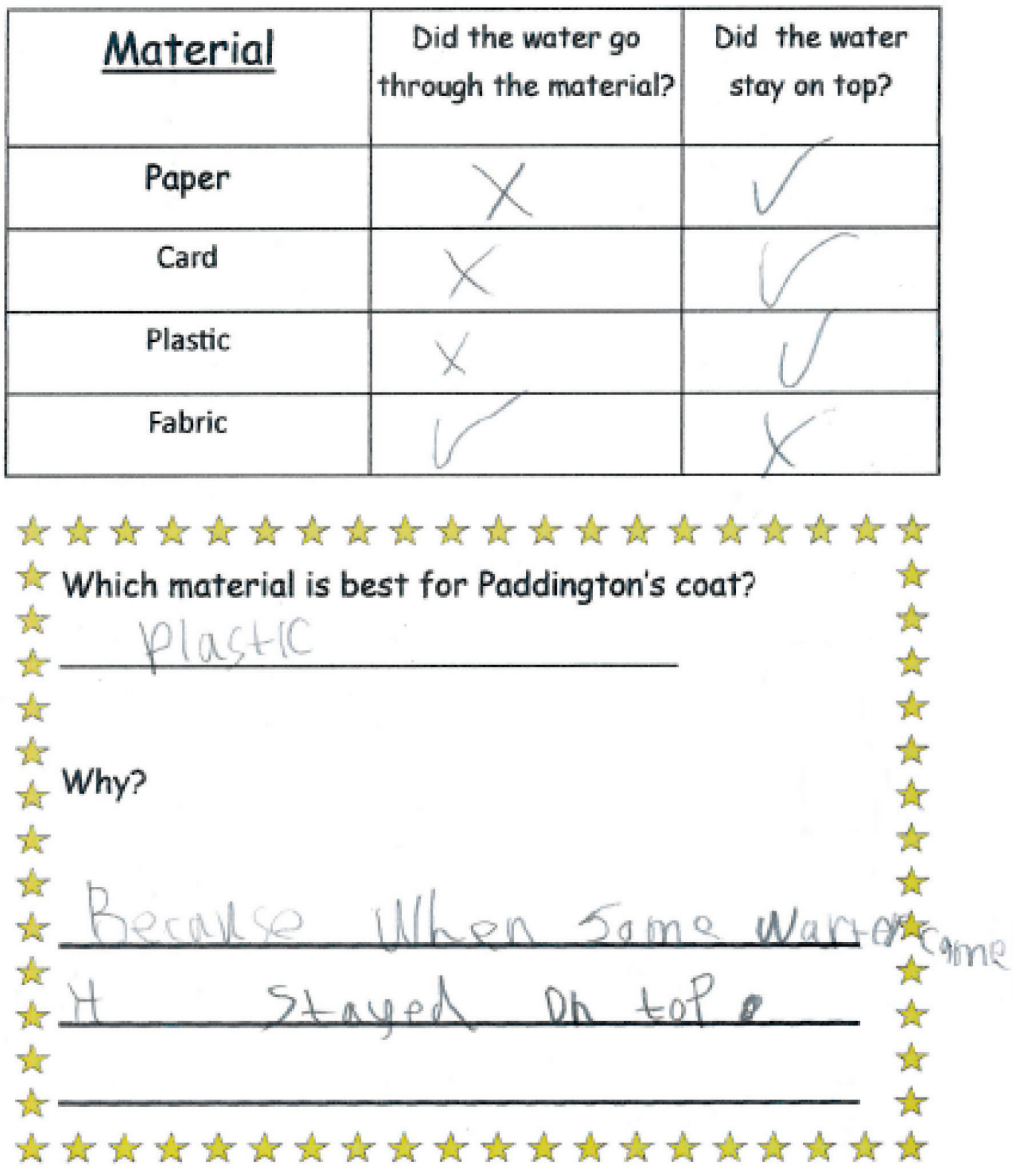
Foil
The matiriel at the top of the kite. It's a lite metal so it isn't heavy which means it will fly.

Bubble rap
The bottem matieril of the kite.

You also told me it is light.

Pipecleaner
I will use it to hold the 3 other matiriels and also to support the matieriels at the side.

Title	**Paddington's coat**
Year group of pupil	1
Science content statement(s)	Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.
Working scientifically statement(s) (if applicable)	Carrying out simple comparative tests.
Context	In previous lessons, the pupils were recognising, grouping and naming common materials. They had also compared various materials, identifying their properties. In this activity, the pupils were set a scenario explaining that Paddington wants a new coat, but he isn't sure which material to make his coat from. Paddington says that the material needs to be waterproof. The pupils were asked to compare 4 different materials and test them to see which is best suited for use as a waterproof coat.
Comment	The pupil has carried out a simple comparative test and used their observations to identify which material would be best for the coat, giving reasons.



Material	Did the water go through the material?	Did the water stay on top?
Paper	X	✓
Card	X	✓
Plastic	X	✓
Fabric	✓	X

Which material is best for Paddington's coat?

Plastic

Why?

Because When Some Warter came
it Stayed On top.

Because when some warter came
it stayed on top.

Standards & Testing Agency

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