Year 1 Science

Student assessment

Observation, living things, materials, forces and fair testing. Suggested time: 30–40 minutes. No hazardous experiments required.

Name: _____ Date: _____

Instructions: Try each question. You may draw pictures or explain your thinking. Ask an adult to read instructions if needed.

Observe and classify

1. Name two things that are living and two things that are non-living.

2. What do most plants need to grow? Name three things.

3. A spoon is made of metal and a sponge is soft. Describe one property of each.

4. Sort these into natural and human-made: rock, plastic bottle, leaf, paper clip.

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Predict and explain

5. What might happen to an ice cube left on a plate in a warm room? Why?

6. Which will usually roll more easily down a gentle slope: a ball or a cube? Explain.

7. Why do we wear a coat on a cold day?

8. A toy car travels farther on a smooth floor than on a thick carpet. Suggest one reason.

Investigate fairly

9. You want to test whether a plant grows better in light or darkness. What would you change?

10. What should you keep the same in that plant test? Name two things.

11. How could you record the plant’s growth over one week?

12. If your prediction is wrong, what should you do with your observations?

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How to use this assessment

Allow breaks and let your child explain ideas aloud. Do not coach answers during the initial attempt. Note whether each answer was independent, prompted or supported. This is a learning snapshot, not a formal diagnosis or a fixed ability label.

Suggested answers and assessment notes

1. Examples: cat/tree; stone/chair
2. Water, light and suitable conditions including air
3. Metal spoon: hard/smooth; sponge: soft/absorbent
4. Natural: rock, leaf; human-made: bottle, paper clip
5. It melts because the room is warmer than the ice
6. Ball; curved shape rolls more easily
7. It helps reduce heat loss
8. Carpet creates more friction/resistance
9. Amount of light
10. Same type of plant, water, pot, soil, temperature (any two)
11. Measure height daily and record in a table/drawings
12. Record honestly, compare with prediction and think about why

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What parents should look for

Look for observation versus guessing, clear cause-and-effect explanations, and awareness of a fair test. A correct prediction without a reason is less informative than a careful explanation. Invite the child to sketch what they notice. Avoid performing unsupervised experiments; everyday observations are enough for this assessment.

Simple observation record

Strengths noticed: _____

Skills to revisit: _____

Next activity to try: _____

Please encourage effort, reasoning and curiosity. Use the results to plan gentle next steps, not to compare children.