

Grade – 1 Science Level descriptors Unit 1: Plants

Expected levels	Exceeding the expected levels
Name some common garden plants in school/ home and a few wild plants. Sort things into plants and not a plant. State two reasons why plants are living things.	State many reasons why plants are living things.
Name a few herbs, shrubs and trees. State a few differences between herbs, shrubs and trees. Draw a herb, a shrub and a tree. Identify herbs, shrubs and trees from pictures.	State many differences between herbs, shrubs and trees.
Name two common flowering plants. Name the main parts of a plant. Draw and label parts of a plant. Know that roots are underground and other parts are above. Know that flowers have petals. Know that flowers become fruits with seeds.	Know that all plants need not have flowers.
Know that plants have leaves and flowers of different shapes and colours. Know that plants look different, but have same parts. Observe plants or their pictures and identify a few differences between them.	Identify many differences between different plants.
Recall a few features of a tree. Know that stem of a tree is called a trunk. Know that outer part of the trunk is called bark. Know that some trees produce flowers called blossoms. Know that both flowers and cones produce seeds. Compare two trees in local environment (branches, shape etc.)	Know that some trees produce cones which are woody and not soft. Compare different trees in local and other environments.
State the difference between ever green and deciduous trees. State the similarities of ever green and deciduous trees. Draw an evergreen tree in summer and winter. Draw a deciduous tree in summer and winter.	Name two or more examples of ever green and deciduous trees.
Name some foods that we get from plants. Identify and name some plant parts that can be eaten by humans. Understand that our food comes from all parts of plants. Name any two other uses of plants besides food.	Identify and name many plant parts that can be eaten by humans. Name a variety of uses of plants.

Grade – 1 Science Level descriptors

Unit 2: Animals including humans

Expected levels	Exceeding the expected levels
Identify animals and things which are not animals. Name a few common animals and relate them to the places they live. Know that we are animals too. State what things we need to stay healthy and safe.	Recognize that even though animals may look different from us, live in different places or eat different things, they are all alive and need the same basic things.
Sort pet animals and wild animals. Name a few pet animals. Name the animals which can be found in a zoo.	Know that zoos keep animals that are usually found in the wild.
Name a variety of animals. Compare one animal with another, e.g. numbers of legs, fur or feathers, fins, scales, beak, wings, horns etc. Create a criterion based on one feature and sort the animals based on this.	Make at least three criteria based on different features and sort the animals accordingly.
Realise that scientists use these sorts of observable features to sort and categorise animals into special groups. Name different animal groups like fish, amphibians, reptiles, birds and mammals. Know that within each type there may be further varieties. List a few features of fish, amphibians, reptiles, birds and mammals. Name examples of each group.	List many features of fish, amphibians, reptiles, birds and mammals.
Write the difference between carnivores, herbivores and omnivores. Name a few common carnivores, herbivores and omnivores animals with examples.	State whether any animals should be kept apart in a zoo based on their diet.
Name the main external parts of a human body. Draw and label the human body parts. Name smaller parts of the body and identify where they are. Identify a body part to the main activity that it is involved. Identify a few people who look after our bodies.	Identify a number of people who look after our bodies.
Name the five senses and sense organs. Identify the senses and sensory body parts.	State how objects feel (texture, temperature, size and shape).
Compare a human and any one animal and suggest similarities between them. Identify body parts of animals that are different from humans. (scales, fur, claws, tails, fins, wings, beak).	Name different animals and compare corresponding body parts.