

## EYFS

### Early Learning Goal – understanding of the world

Explore the natural world around them, making observations and drawing pictures of animals and plants  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Early Learning Goal - CLL

Make comments about what they have heard and ask questions to clarify understanding.

### Early Learning Goal – PSED managing self

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

### Key stage 1 Programmes of Study

#### Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

#### **Plants**

##### Pupils should be taught to: Year 1

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

##### Pupils should be taught to: Year 2

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

#### **Animals including Humans**

##### Pupils should be taught to: Year 1

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

##### Pupils should be taught to: Year 2

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Everyday Materials**

Pupils should be taught to: Year 1

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Pupils should be taught to: Year 2

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Seasonal Changes**

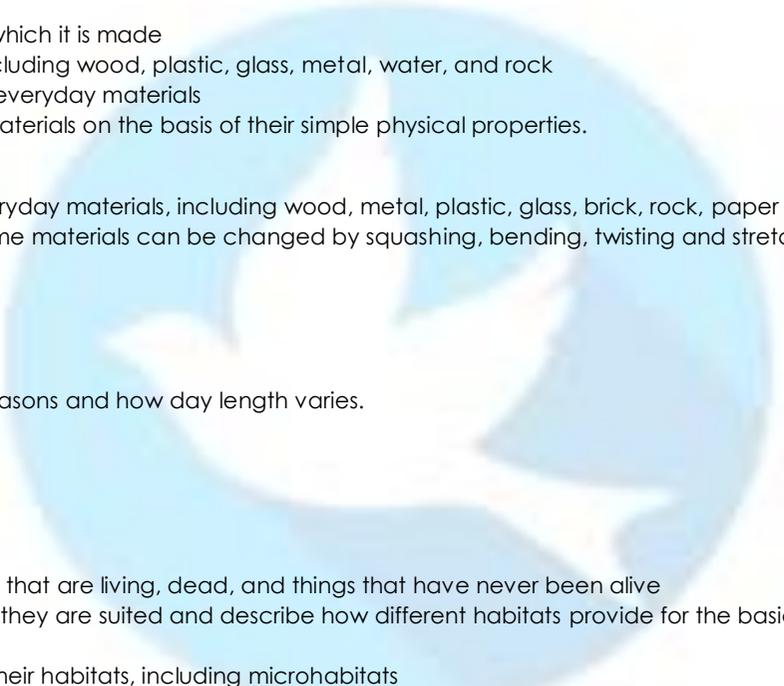
Pupils should be taught to: Year 1

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

### **Living things and their Habitats**

Pupils should be taught to: Year 2

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.



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	Science	Working Scientifically
Reception	<ul style="list-style-type: none"> <li>➤ I understand the changing seasons have an effect on the natural world (Autumn) (winter) (spring) (summer)</li> <li>➤ I can use my senses to explore and make sense of the world around me.</li> <li>➤ I can name and recall the 5 senses</li> <li>➤ I can describe what I see, hear and feel when outdoors.</li> <li>➤ I can name the main outer body parts (head, legs, arms, knees, etc)</li> <li>➤ I can recognise that some environments are different to the one in which they live. (link to the countries where festivals originate or cold wintry climates)</li> <li>➤ I know and can talk about the different factors that support their overall health and wellbeing <ul style="list-style-type: none"> <li>➤ regular physical activity</li> <li>➤ healthy eating</li> <li>➤ Toothbrushing</li> <li>➤ sensible amounts of 'screen time'</li> <li>➤ having a good sleep routine</li> <li>➤ being a safe pedestrian</li> </ul> </li> </ul> <p>I know some similarities and differences between the natural world around them and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>I can explore the natural world around me and make observations.</p> <p>I can draw pictures of animals and plants</p> <p>I know and can talk about the life cycles of a butterfly and frog.</p> <p>I can put the life cycles in the correct order</p> <p>I can name some animals and their babies</p> <p>I can match the baby to its parent</p>	<ul style="list-style-type: none"> <li>➤ I can make observations about what I see and begin to make simple predictions verbally.</li> <li>➤ I can carry out simple investigations using resources provided</li> <li>➤ I can use scientific vocabulary</li> <li>➤ I can ask questions to clarify my understanding</li> </ul>

Tier 2 & 3 Vocabulary

Smell, taste, touch, sight, hearing, Body, healthy foods, legs, arms, head, feet, hands, shoulders, eyes, ears, mouth, nose, knees, elbows, brain, bones, skeleton,

Life cycle, change, baby, adult, eggs, caterpillar, butterfly, frogspawn, tadpoles, frog.

Seed, shoot, plants, leaves, flower. Observe

Senses, smell, taste, touch, sight, hearing

Autumn, changes, compare, colours, trees, leaves, weather

Ice, winter, spring, summer

Horse, foal, cow, calf, pig, piglet, cat, kitten, dog, puppy

Fur, skin, match

Environment

Contrast

natural

Observation

Prediction

Investigate

Record

evaluate

INFANT SCHOOL

	Science	Working scientifically
Year 1	<ul style="list-style-type: none"> <li>➤ I can observe the changes across the 4 seasons .</li> <li>➤ I can observe and describe the weather associated with the seasons and how the day length varies.</li> <li>➤ I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>➤ I know the difference between a deciduous and evergreen tree.</li> <li>➤ I can identify and name a variety of common animals.</li> <li>➤ I know if an animal is a carnivore, herbivore or omnivore.</li> <li>➤ I know the difference between an omnivore, herbivore and carnivore.</li> <li>➤ I can distinguish between the name of an object and the material it is made from.</li> <li>➤ I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>➤ I can describe the simple physical properties of a variety of everyday materials.</li> <li>➤ I can compare and group together (classify) a variety of everyday materials based on their physical properties</li> <li>➤ I can identify and describe the basic structure of common flowering plants including trees. (leaves, petals, stem roots, trunk, branches, bulb, seeds, fruit)</li> <li>➤ I can identify and name groups of animals, including fish, amphibians, reptiles, birds and mammals.</li> <li>➤ I can describe the structure of a variety of common animals (fish, amphibians, reptiles. Birds and mammals) (cold blooded, warm blooded etc)</li> <li>➤ I can identify, name, draw and label the basic parts of the human body.</li> <li>➤ I know which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can ask questions and recognise they may be answered in different ways.</li> <li>➤ I can observe closely, using simple equipment</li> <li>➤ I can make predictions</li> <li>➤ I can carry out a simple investigation</li> <li>➤ I can make simple conclusions</li> <li>➤ I can perform simple tests</li> <li>➤ I can identify and classify</li> <li>➤ I can use my observations to suggest answers to questions</li> <li>➤ I can gather and record data to help me answer questions.</li> </ul>

<p>Tier 2 &amp; 3 Vocabulary</p>	<p>Deciduous Evergreen Autumn Winter Hibernate Migrate Materials Properties Flexible Rigid Waterproof Shiny Dull Rough Smooth Root Stem Trunk structure</p> <p>Omnivore Herbivore Carnivore Diet Classify Spring Temperature Hard Soft Transparent Opaque Wood Plastic Metal Amphibians Mammals Bulb Body Human Skeleton</p>	<p>Predict Investigate Conclusion Identify Classify Observe</p>
<p>Resource Links</p>		

\* Resources available on the server (Staff > Subject Leadership > science> 2021).

	Science	Working scientifically
Year 2	<ul style="list-style-type: none"> <li>➤ I can identify and compare the suitability of a variety of everyday materials, including wood, plastic, metal, glass, brick, rock, paper and cardboard for particular uses</li> <li>➤ I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>➤ I know of some significant individuals who contributed to important scientific discoveries (history of science – history link)</li> <li>➤ I can explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>➤ I can identify that most living things live in habitats to which they are suited</li> <li>➤ I can describe how different habitats provide for the basic needs of different types of animals and plants.</li> <li>➤ I know how the habitat and the animal or plant depend on each other.</li> <li>➤ I can identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>➤ I can describe how animals obtain their food from plants and other animals.</li> <li>➤ I can create a simple food chain</li> <li>➤ I can identify and name sources of food.</li> <li>➤ I can observe and describe how seeds and bulbs grow into mature plants</li> <li>➤ I know plants need water, light and a suitable temperature to grow and stay healthy</li> <li>➤ I know that animals including humans have offspring which grow into adults.</li> <li>➤ I can find out about and describe the basic needs of animals and humans for survival (water, air, food)</li> <li>➤ I know the importance of exercise for humans and explain it</li> <li>➤ I know the importance of eating the right amounts of different types of food.</li> <li>➤ I can name some food types</li> <li>➤ I can say how to look after myself (hygiene, teeth etc)</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can ask questions</li> <li>➤ I can find out the answers in different ways - (books, internet)</li> <li>➤ I can observe closely when carrying out an investigation</li> <li>➤ I can select and use equipment to carry out a simple investigation</li> <li>➤ I can make predictions</li> <li>➤ I can make conclusions and share my results</li> <li>➤ I can present my results in different ways</li> <li>➤ I can identify and classify</li> <li>➤ I am beginning to understand what a fair test is</li> </ul>

Tier 2 & 3 Vocabulary	<ul style="list-style-type: none"> <li>Squashing</li> <li>Bending</li> <li>Twisting</li> <li>Stretching</li> <li>Changing</li> <li>Solid</li> <li>Liquid</li> <li>Transparent</li> <li>Opaque</li> </ul>	<ul style="list-style-type: none"> <li>Materials</li> <li>Wood</li> <li>Metal</li> <li>Plastic</li> <li>Glass</li> <li>Brick</li> <li>Rock</li> <li>Paper</li> <li>Cardboard</li> <li>waterproof</li> </ul>	<ul style="list-style-type: none"> <li>Investigate</li> <li>Observe</li> <li>Explain</li> <li>Predict</li> <li>Suitability</li> <li>Conclusion</li> <li>Identify</li> <li>Classify</li> </ul>
Resource Links			

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