



Subject Area: Science

EYFS

Science Objectives most closely linked to learning within the EYFS come from 'Understanding the World – People and Communities & The World'.

Understanding the World – The World (W)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Physical Development – Health and Self-Care (HS)

Children develop their co-ordination, control and movement. They also begin to understand the importance of physical activity and the importance of making healthy food choices.

Expressive Arts and Design – Exploring and Using Media and Materials (MM)

Children will explore and play with a wide range of media and materials. They will also have opportunity to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance role-play and design and technology.

KS1 National Curriculum Aims (End of Key Stage expectations)

from the Science programmes of study: key stages 1 and 2 National curriculum in England;

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

KS1 Pupils should be taught about:

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.

Pupils should be taught to;

Working Scientifically

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions

Plants

- 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.
- 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)

- 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.
- 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.

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Skills Progression

<p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> 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. 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 <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p style="text-align: right;">*End of KS1 Assessment</p>			
SKILL:	EYFS (40-60 months – ELG)	Year 1	Year 2
<p>Working Scientifically</p> <p><i>through topics below</i></p>		<p>I can ask you questions. I can group things together, giving reasons. I can perform an experiment with help.</p> <p>I can talk about my results. I can say what happened.</p> <p>I can suggest the answer to a question by making observations.</p>	<p>I can think of ideas for an experiment. I can perform an experiment on my own.</p> <p>I can collect my results and write them down to help me answer questions</p> <p>I understand that questions can be answered in different ways.</p> <p>I can give reasons for what happened.</p>
<p>Seasons</p>	I can look closely at similarities, differences, patterns and change (W – 40–60m)	<p>I can observe and describe weather associated with the seasons and how the day length varies.</p> <p><i>I can observe changes across the four seasons.</i></p>	
<p>Plants</p>	I can make observations of plants and explain why some things occur. I can talk about the changes. (W – 30-50m)	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flower plants, including trees.</p>	<p><i>I can find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</i></p> <p><i>I can observe and describe how seeds and bulbs grow into mature plants.</i></p>

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<p style="text-align: center;">Animals (including Humans)</p>	<p>I can recognise the similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about the features of my own immediate environment and how environments might vary. (W – ELG)</p> <p>I can talk about some of the things that I have observed, such as animals. (W – 30-50 months)</p> <p>I can know the importance of healthy food. (HS – 40-60 months)</p>	<p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>I can notice that animals, including humans, have offspring which grow into animals.</p> <p>I can find out about and describe the basic needs of animals, including humans for survival.</p> <p>I can describe and compare the structure of a variety of common animals</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>
<p style="text-align: center;">Everyday Materials</p>	<p>I can begin to show interest in and describe the texture of things. (MM – 30-50 months)</p>	<p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, material, water and rock.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their physical properties.</p>	<p>I can identify and compare the suitability of a variety of everyday materials.</p>
<p style="text-align: center;">Living things and their Habitats</p>	<p>I can look at the world around me.</p> <p>I can look at the natural world. (W – ELG)</p> <p>I can talk about similarities and differences in relation to living things. (W – ELG)</p> <p>I know that the environment and living things are influenced by human activity.</p> <p>I can show care and concern for living things and the environment (W – 30-50 months).</p>		<p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide from the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>I can explore and compare the difference between things that are living, dead and things that have never been alive.</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different food sources.</p>
<p style="text-align: center;">Forces</p>			<p>I can change the shape of an object by pushing, bending squashing and pulling.</p>