
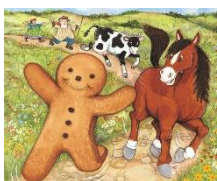














Science	
EYFS – Areas of Learning	
<u>Understanding The World - The Natural World</u>	
<p>Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the 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.</p>	
National Curriculum – Key Stage 1 Subject Content	
<u>Plants</u>	<ul style="list-style-type: none"> • 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.
<u>Animals, including Humans</u>	<ul style="list-style-type: none"> • 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.
<u>Everyday Materials</u>	<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

	<ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Seasonal Changes	<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
Living things & their habitats	<ul style="list-style-type: none"> 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.

EYFS Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	Nursery Rhymes 	Traditional Tales 	Into the Woods 	People Who Help Us. 	A Bugs Life 	Splash! 
Reception	Traditional Tales 	Bits & Bobs! 	A Long Time Ago... 	New Life 	Animals Around the World 	What a Wonderful World 

Layered Learning

Opportunities, Experiences & Vocabulary covered in EYFS to prepare children for learning in KS1

KS1 NC Content	Pre-School	Reception
Plants <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	<ul style="list-style-type: none"> Children read the story 'Owl Babies' – They explore trees & build nests using sticks, feathers etc. Spring 1. Trunk, branches, nest. 	<ul style="list-style-type: none"> Children read the story 'Jack & the Beanstalk'. They plant beans & watch as the roots & stalk grows. They also complete an experiment where they place white flowers in different coloured pots & observe



<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children plant marigold seeds. They observe their seeds grow & describe them as they do. Children water their seeds & discuss they need light & warmth to grow. Summer 1. Seed, light, water, growing. As part of observations of the different seasons, children describe what happens to different trees. Autumn 1. Spring 2. Bare tree, Autumn. 	<p>the changes to the petals colour. Autumn 1. Absorbs.</p> <ul style="list-style-type: none"> As part of their work on 'The Tiny Seed' – children plant their own seeds, learn about what it will need to grow & write instructions. Children learn about the best place for a plant to grow. Summer 1. Grow, seed. Children take part in weekly Forest School sessions. They observe the trees in different seasons and are encouraged to comment on the changes that they notice. Children learn that bees eat nectar & pollen. They learn the difference between the two. They learn about the pollination process. They paint their feet & run along a strip of paper to different flowers. Summer 1. Nectar, pollen. Children learn about each season throughout the year. They are taught about the difference between Evergreen & deciduous trees. Autumn 1. Evergreen, deciduous.
<p>Animals, including Humans</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Children focus on the Nursery Rhyme 'Heads, Shoulders, Knees & Toes' – they sing the song & locate the body parts on themselves & on a diagram. Autumn 1. Head, shoulder, knees, toes. Children draw self-portraits. They identify their facial features and discuss what they use each one for. Autumn 1. Eyes, Nose, Mouth, Ears. Children celebrate Halloween – they explore skeletons & talk about the 	<ul style="list-style-type: none"> Children learn about dinosaurs. They identify their different features & talk about how they have adapted to survive. Children learn the difference between carnivores, herbivores & omnivores. Spring 1. Fossils, carnivore, herbivore, omnivore, adaptation. Children have live eggs delivered in the classroom. They watch as they hatch into ducklings & then care for the ducklings for two weeks as they grow. Children learn about what the ducklings need to survive.

<ul style="list-style-type: none"> • 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. 	<p>different bones. They learn to sing the song 'Dem Bones'. Autumn 2. Skeleton, bones, skull.</p> <ul style="list-style-type: none"> • Children read the story 'The Hungry Caterpillar'. They name the different foods eaten by the caterpillar & sort them into piles of healthy & unhealthy. Children talk about why healthy food is important for the human body & why unhealthy foods should only be eaten occasionally. Summer 1. Healthy, Unhealthy. • Live caterpillars are delivered and children observe the changes from caterpillar – chrysalis – butterfly. Children make a class Caterpillar diary in which they describe the different parts of the life cycle & talk about what will happen next at each stage. Summer 1. Egg, caterpillar, chrysalis, butterfly. • Children compare & categorise animals/creatures which live on land & those which live in the sea. Summer 2. • Throughout the year, children learn to name & describe a range of animals, including fish, birds, reptiles & mammals. • Children take part in PE lessons. They talk about the importance of exercise. • Children help to care for the school therapy dog, Poppy. They learn about the things that she needs; water, food, exercise etc. 	<p>They also look at the duckling life-cycle. Spring 2. Bill, webbed, drake, hatching, duckling.</p> <ul style="list-style-type: none"> • Children complete a topic called 'Animals Around the World' – they look at animals who live in the jungle, ocean, desert & farm. They learn about why each animal is well adapted to their habitats. Summer 1. • As part of JIGSAW, children learn about the importance of healthy eating & an active lifestyle. • As part of JIGSAW, children complete a unit on 'Changing Me'; they name parts of the body and understand how we grow from a baby to an adult.
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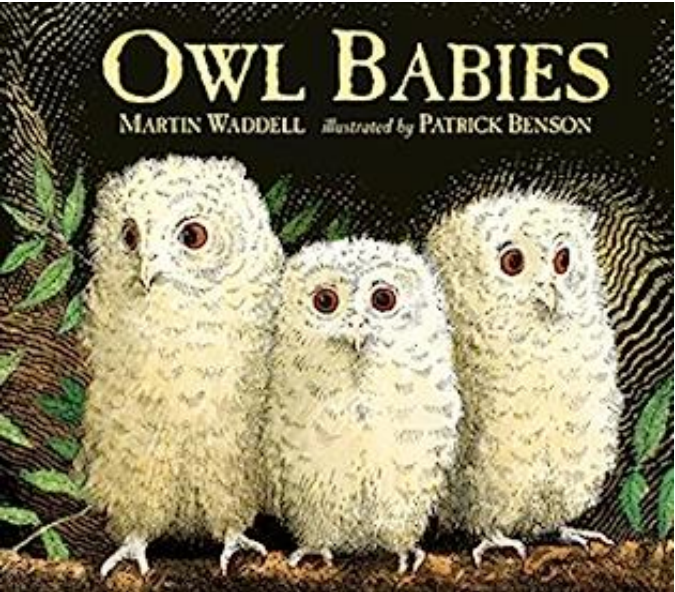
<p>Everyday Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday 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. 	<ul style="list-style-type: none"> Children read the story of The Three Little Pigs – they explore and describe bricks, sticks & straw. Children test which material is the strongest. Autumn 2. Materials, brick, straw, sticks. Children test which materials would make the best pirate ship. They put pirates in paper & plastic boats and see which ones work best. They also explore which different objects float and sink. Summer 2. Float, sink. Children have access to a wide variety of different materials which are different textures in the Creative Area. Adults talk to them about what the different materials feel like. Children take part in different activities which explore changes of state; e.g. melting chocolate to make rice crispy cakes. 	<ul style="list-style-type: none"> Children read the story 'Whatever Next' – they talk about Space and learn about rockets. Children make their own rockets & tie them to a balloons. They learn about forces as they let go of their balloons & watch their rockets fly. Autumn 2. Force, gravity. Children read the story 'Somebody Swallowed Stanley'. They name a variety of different materials & learn about which ones can be recycled & which ones can't. Summer 1. Pollution, recycle, plastic. Children observe changes of state whilst making porridge for Goldilocks & the Three Bears. Autumn 1. Children design & make homes for the ducklings. They talk about which materials will be the best to use and explain why. Spring 2.
<p>Seasonal Changes</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 	<ul style="list-style-type: none"> At the beginning of every season, children go on a walk around the school grounds and look for signs that the season has changed. They create a display in the classroom to remind them of the differences between the 4 seasons. Children learn that in the Winter, water can freeze and turn to ice. They have a delivery from 'Pip the Penguin' who challenges them to complete an ice 	<ul style="list-style-type: none"> Children name & order the 4 seasons. They can identify what humans need to wear in each of the seasons, and explain why. Children observe changes to plants/trees across the 4 seasons. Children observe changes to weather conditions across the 4 seasons.


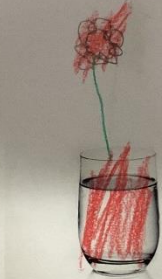

	<p>experiment. Spring 1. Ice, frozen, snowflake, Winter.</p> <ul style="list-style-type: none"> Children have access to the outdoor area everyday. They observe lots of different weather conditions & talk about what they need to do in relation to different weather; e.g. wear a coat with a hood in the rain, put on suncream when it is sunny. During circle time every day, children complete a weather chart. They learn to name a range of different weather conditions such as; sunny, rainy, cloudy, snowy, foggy, windy etc. 	
<p>Living Things & their Habitats</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Children complete a topic about Minibeasts. They go on a minibeast hunt in the school grounds and learn about why some minibeasts are suited to living in dark, wet places. They read the story 'Super Worm' and talk about what worms do underground. Summer 1. 	<ul style="list-style-type: none"> When learning about Winter, children talk about animals who live in Antarctica. They complete a 'blubber experiment' & learn that animals that live in cold climates need more layers of fat in order to protect them from the cold. Spring 1. Blubber. Children read the story 'Meerkat Mail' – they learnt about animals that live in the Kalahari Desert. They explore deserts on Google Maps. Summer 2. During weekly Forest School sessions, children observe a range of creatures in their natural habitats. Children learn that bees eat nectar & pollen. They learn the difference between the two. They learn about the pollination process. They paint their feet & run along a strip of paper to different flowers. Summer 1. Nectar, pollen.



and name different sources of food.		<ul style="list-style-type: none">
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Plants



		
The flower is.....	The flower is.....	The flower is.....
Thursday	Friday	Monday

I can observe plants, explain why things occur and talk about changes



Animals, including Humans



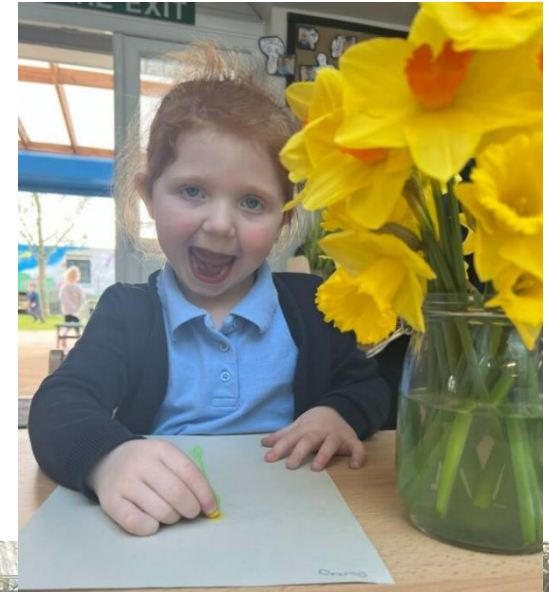


Everyday Materials





Seasonal Changes



EYFS – National Curriculum Progression Document – Science

Living Things & their Habitats

