



Curriculum Objectives					
EYFS	KS1				
Development matters:	Pupils should be taught about:				
Birth to three:	<u>Year 1</u>				
Repeat actions that have an effect.	Identify and name a variety of common wild and garden plants,				
Explore materials with different properties.	including deciduous and evergreen trees.				
 Explore natural materials, indoors and outside. 	Identify and describe the basic structure of a variety of common				
Explore and respond to different natural phenomena in their setting	flowering plants, including trees.				
and on trips.	Identify and name a variety of common animals including fish,				
• Explore different materials, using all their senses to investigate them.	amphibians, reptiles, birds and mammals.				
Manipulate and play with different materials.	Identify and name a variety of common animals that are carnivores,				
Use their imagination as they consider what they can do with different	herbivores and omnivores.				
materials.	Describe and compare the structure of a variety of common animals				
 Make simple models which express their ideas. 	(fish, amphibians, reptiles, birds and mammals, including pets).				
3 and 4 year olds:	Identify, name, draw and label the basic parts of the human body and				
 Use all their senses in hands-on exploration of natural materials. 	say which part of the body is associated with each sense.				
 Explore collections of materials with similar and/or different 	Distinguish between an object and the material from which it is made.				
properties.	Identify and name a variety of everyday materials, including wood,				
 Talk about what they see, using a wide vocabulary. 	plastic, glass, metal, water, and rock.				
Explore how things work.	Describe the simple physical properties of a variety of everyday				
Plant seeds and care for growing plants.	materials.				
• Understand the key features of the life cycle of a plant and an animal.	Compare and group together a variety of everyday materials on the				
Begin to understand the need to respect and care for the natural	basis of their simple physical properties.				
environment and all living things.	Observe changes across the four seasons.				
 Explore and talk about different forces they can feel. 	Observe and describe weather associated with the seasons and how				
Talk about the differences between materials and changes they notice.	day length varies.				
Explore different materials freely, to develop their ideas about how to	Year 2				
use them and what to make.	Explore and compare the differences between things that are living,				
Develop their own ideas and then decide which materials to use to	dead, and things that have never been alive.				
express them.	Identify that most living things live in habitats to which they are suited				
 Join different materials and explore different textures. 	and describe how different habitats provide for the basic needs of				





Reception:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG

Children at the expected level of development will:

- 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.

- 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.
- 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.
- 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).
- 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.

Objectives				
	YN	YR	Year 1	Year 2
	As a scientist	As a scientist	As a scientist	As a scientist
All living things and their	Repeat actions that	Recognise some		Explore and compare
habitats	have an effect.	environments that are		the differences between
	(Autumn 1, Who lives in	different from the one		things that are living,
	my house?)	in which they live.		dead, and things that
	Explore and respond to	(Autumn 1, What do I		have never been alive.
	different natural	know about me?)		





	Science Pro	gression & coverage Documen	t e	
	phenomena in their setting and on trips. (Autumn 2, Where does the day go at night?) Talk about what they see, using a wide vocabulary. (Spring 1, Which colours make you feel happy or sad?) Understand the key features of the life cycle of a plant and an animal. (Summer 1, what minibeasts would you find in your garden?) Begin to understand the need to respect and care for the natural environment and all living things. (Autumn 2, Where does the day go at night?)	• 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. (Spring 2, Twinkle, twinkle little star?)		 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. (Cycle A 21-22: Y1&2 Autumn 1, Why would a dinosaur not make a good pet?)
Animals, including Humans	 Use all their senses in hands-on exploration of natural materials. (Autumn 1, Who lives in my house?) 	 Explore the natural world around them, making observations and drawing pictures of 	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Notice that animals, including humans, have offspring which grow into adults.





	Science i 10	gression & coverage Documen		
	Explore and talk about different forces they can feel. (Summer 2, What can I do with water?)	animals and plants. (Autumn 1, What do I know about me?) (Autumn 2, Why are there so many leaves on the ground? Through Forest school)	 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. (Cycle B 22-23: Y1&2 Autumn 1, Why are humans not like tigers?) 	 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). (Cycle A 21-22: Y1&2 Autumn 1, Why would a dinosaur not make a good pet? / Cycle A 21-22: Y1&2 Spring 2, Where would you prefer to live England or Kenya?)
Plants	 Plant seeds and care for growing plants. (Summer 1, what minibeasts would you find in your garden?) Understand the key features of the life cycle of a plant and an animal. 	 Describe what they see, hear and feel whilst outside. (Autumn, Spring and Summer, Forest Schools) ELG Explore the natural world around them, making observations and drawing pictures of 	 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.





	(Summer 1, what mini- beasts would you find in your garden?)	animals and plants. (Autumn 1, What do I know about me?) (Autumn 2, Why are there so many leaves on the ground?) Through Forest School.	(Cycle B 22-23: Y1&2 Summer 1, Which birds and plants would Peter Rabbit find in our park?)	(Cycle A 21-22: Summer 2, How old are the trees around us?)
Seasonal change		 Explore the natural world around them. y see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. (Autumn 2, Why are there so many leaves on the ground?) ELG 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. (Autumn 2, Why are there so many leaves on the ground?) 	 Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. (Cycle B 22-23: Y1&2 Summer 1, Which birds and plants would Peter Rabbit find in our park?) 	





	Science F10	gression & Coverage Documen	T	
		(Summer 2, what bears		
		can you find around the		
		world?)		
		 Understand some 		
		important processes		
		and changes in the		
		natural world around		
		them, including the		
		seasons and changing		
		states of matter.		
		(Autumn 2, Why are		
		there so many leaves		
		on the ground?)		
Everyday materials	- Evalore meterials with	•	a Distinguish hotuson an	a Identify and compare
everyday materiais	Explore materials with	Explore the natural	Distinguish between an	Identify and compare
	different properties.	world around them.	object and the material	the suitability of a
	Explore natural	(Autumn, Spring and	from which it is made.	variety of everyday
	materials, indoors and	Summer, Forest	Identify and name a	materials, including
	outside.	Schools)	variety of everyday	wood, metal, plastic,
	 Explore different 	 Describe what they see, 	materials, including	glass, brick, rock, paper
	materials, using all their	hear and feel whilst	wood, plastic, glass,	and cardboard for
	senses to investigate	outside. (Autumn,	metal, water, and rock.	particular uses.
	them. Manipulate and	Spring and Summer,	Describe the simple	 Find out how the shapes
	play with different	Forest Schools)	physical properties of a	of solid objects made
	materials.	ELG	variety of everyday	from some materials
	 Use their imagination as 	Know some similarities	materials.	can be changed by
	they consider what they	and differences	Compare and group	squashing, bending,
	can do with different	between the natural	together a variety of	twisting and stretching.
	materials.	world around them and	everyday materials on	(Cycle A 21-22 Y1&2:
	 Make simple models 	contrasting	the basis of their simple	Spring 1, What is our
	which express their	environments, drawing	physical properties.	school made of?)
	ideas.	on their experiences and	(Cycle B 22-23: Y1&2	33.1331 111442 31.7
	lueds.	on their experiences and	` *	
			Summer 2, What do aliens	





Science i regression a coverage becament						
	(Autumn 1, Who lives in	what has been read in	think of life on planet			
	my house?)	class.	Earth?)			
	 Explore collections of 	(Spring 2, Twinkle,				
	materials with similar	twinkle little star?)				
	and/or different	(Summer 2, what bears				
	properties.	can you find around the				
	 Explore how things 	world?)				
	work.	 Understand some 				
	(Spring 2, What would	important processes				
	you find at the farm?)	and changes in the				
	Talk about the	natural world around				
	differences between	them, including the				
	materials and changes	seasons and changing				
	they notice.	states of matter.				
	(Summer 2, What can I	(Summer 1, Who can I				
	do with water?) (Spring	ask for help?)				
	2, What would you find					
	at the farm?) (Autumn					
	2, Where does the day					
	go at night?)					
	 Explore different 					
	materials freely, to					
	develop their ideas					
	about how to use them					
	and what to make.					
	(Summer 2, What can I					
	do with water?)					
	Develop their own ideas					
	and then decide which					
	materials to use to					
	express them.					





Science i ro	gression & coverage Document	
(Spring 2, What would		
you find at the farm?)		
 Join different materials 		
and explore different		
textures.		
(Autumn 2, Where		
does the day go at		
night?)		