



Science EYFS - KS1

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific Area of Learning Understanding the World</p>	<p style="text-align: center;">ELG 14 People, Culture and Communities</p>	<p style="text-align: center;">How this is achieved in EYFS</p>	<p style="text-align: center;">Science KS1 (Year 1)</p>
	<ul style="list-style-type: none"> ● Describe their immediate environment, using knowledge from, observations, discussions, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> ● Making connections to the natural world within their current texts - e.g. discussing where owls live and when they go hunting while studying 'Owl Babies'. ● Exploring the school grounds to look at features of the environment - e.g. using the woods for learning about minibeasts (observations and drawings). ● Giving children 'hands on' experiences to enhance their understanding - e.g. mud day; planting and growing; and seasonal walks to explore the changes. ● 'Animal' topic in the summer term to learn about animals and their habitats and comparing animals. ● Learning about each season (at the appropriate time) planned into the yearly overview. ● Exploring different materials during half-termly topics - e.g. wet/dry sand while studying 'We're Going on a Bear Hunt' and melting ice during the spring term. 	<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. ● 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. ● 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
	<p style="text-align: center;">ELG 15 The Natural World</p>		
<ul style="list-style-type: none"> ● 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 of 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. 			



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	Key Vocabulary to be developed in EYFS		simple physical properties. <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.
	Animal, human, living, plant, light, dark, up, down, insect, bird, season, nocturnal, Animal, Human, Mammals, Fish, Amphibians, Tooth / Teeth, Body, Head, Bones, Skeleton, spring, summer, autumn, winter, weather, hot, cold, warmer, freezing, rain, sun, snow, cloudy, wet, dry, world, root, flower, seed, grow, life cycle, float, sink, change, forest, beach, mountain, planet, space, Earth, ocean, Liquid, solid, push, pull, move,		