

EYFS Science Skills

Working scientifically	Plants	Animals (Including humans) PSHE link	Everyday materials
<p>Comments and asks questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants.</p> <p>Talks about why things happen and how things work.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore and talk about different forces I can feel – gravity, push and pull toys.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Identify similarities and differences in relation to living things.</p>	<p>Understand the life cycle of a human</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Identify similarities and differences in relation to materials.</p>

Seasons – also see Geography knowledge and skills progression map

EYFS Science Knowledge

Autumn term

<u>Working scientifically</u>	<u>Animals</u>	<u>Plants</u>	<u>Everyday materials</u>
<p>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing – Autumn Walk, ourselves topic, birthdays and changes to me</p> <p>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter – Autumn Walk, Winter Walk, Winter weather</p>	<p>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing – Autumn Walk, Winter walk</p> <p>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing – looking at each sense and which part of the body is used investigation tables in first part of Autumn term</p>	<p>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter – Autumn Walk, Winter Walk looking at animals and hibernation, changes at Autumn time and Winter time.</p>	<p>I know some similarities and differences in relation to materials – looking at new and old toys and what they are made of.</p>

<p>Scientific enquiry – pattern seeking – looking at water / ice effects of freezing and melting. Making a prediction of what will happen, and then state what happens.</p>			
<p>Scientific enquiry – pattern seeking – looking at the seasons and the changes that occur during them.(Autumn/Winter)</p>			

Seasonal changes - Understand some important processes and changes in the natural world around them, including the seasons.

Spring term

<p><u>Working scientifically</u></p> <p>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing – Spring Walk, Winter weather</p> <p>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter – Winter walk, Winter weather, ice,</p> <p>I know and can talk about forces and how they make things move. I know about how things can affect forces – investigating forces outside linked to work on emergency vehicles</p> <p>Scientific enquiry – pattern seeking – looking at the seasons and the changes that occur during them. (Winter/Spring)</p>	<p><u>Animals</u></p> <p>I know how to care for animals (chicks and Wood Green visit)</p> <p>I know some of the features of my own immediate environment and how they might vary from one another (farm/zoo)</p> <p>I understand how to keep myself healthy and how to look after my teeth – mini teeth topic and super hero lunch boxes,</p> <p>Scientific enquiry – observation over time – how chicks hatch and grow. Curiosity cube.</p>	<p><u>Plants</u></p> <p>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter – Spring Walk, spring flowers and blubs,</p>	<p><u>Everyday materials</u></p> <p>I know some similarities and differences in relation to materials – designing a cape for a super vegetable.</p> <p>Scientific enquiry – identifying and classifying -to explore different everyday materials. To explore which material would be the best material to use to make a cape for a vegetable.</p>
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Seasonal changes - Understand some important processes and changes in the natural world around them, including the seasons

Summer term

Working scientifically

I know about aspects of my familiar world such as the natural world, making observations and drawing pictures – Summer Walk, walk around Hampton comparing local area to a seaside area.

I know why things happen and how things work – which materials are magnetic and which aren't, test items in a pirate treasure chest.

I know some similarities, differences, patterns and change in relation to people – growing up and moving on, how have I changed since being in Reception, how do I feel about moving into year 1.

Scientific enquiry – pattern seeking – looking at the seasons and the changes that occur during them. (Spring/Summer)

Scientific enquiry – identifying and classifying – To explore what materials are magnetic. To predict which objects will be magnetic based on their material.

Animals

I know how to care for animals (trip), lifecycle of a butterfly, watching caterpillars change

I know some of the features of my own immediate environment and how they might vary from one another (farm/zoo)

Scientific enquiry – research – finding out about how to care for animals we will see on our trip

Plants

I know how to care for growing plants – planning seeds and watching them grown

I know about the life cycle of a plant – lifecycle of a sunflower

I know about growth, decay and changes over time – look at fruits and how they decay in curiosity cubes

I know some similarities and differences in relation to living things – planting a seed and comparing what it needs to grow and what we need

Scientific enquiry – comparative and fair testing – growing plants under different conditions.

Scientific enquiry – observation over time – To observe the growth of plants over time.

Everyday materials

I know some similarities and differences in relation to materials – floating and sinking, which materials float and which materials sink, design and make a pirate ship

I can talk in simple terms about the properties of different materials – floating and sinking, which materials float and which materials sink, design and make a pirate ship

Scientific enquiry – identifying and classifying - looking at different materials and their uses.

Seasonal changes - Understand some important processes and changes in the natural world around them, including the seasons

Key Vocabulary Science, experiment, test, fair, predict, plants – leaf, stem, root, flower, animals, humans, materials – wood, fabric, plastic, glass, metal, waterproof, magnetic, non-magnetic, natural, change, growth, decay, environment, Autumn, Spring, Winter, Summer, seasons

<u>Seasonal changes</u>	<u>Animals</u>	<u>Plants</u>	<u>Everyday materials</u>
<p>What is this the foundation for?</p> <p>Year 1 will be able to observe changes across the four seasons</p> <p>Year 1 will be able to observe and describe weather associated with the seasons and how day length varies</p>	<p>What is this the foundation for?</p> <p>Year 1 will be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (and use this language)</p> <p>Year 1 will be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Year 1 will be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Year 1 will be able to 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>What is this the foundation for?</p> <p>Year 1 will be able to identify and name a variety of common wild and garden plants.</p> <p>Year 1 will be able to identify and describe the basic structure of a variety of common flowering plants.</p>	<p>What is this the foundation for?</p> <p>Year 1 will be able to distinguish between and object and the material from which it is made</p> <p>Year 1 will identify and name and variety of everyday material, including wood, plastic, glass, metal, water and rock</p> <p>Year 1 will be able to describe the simple physical properties of a variety of everyday material</p> <p>Year 1 will be able to compare and group together a variety of everyday materials on the basis of their simple physical properties</p>