

### 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 - see Geography knowledge and skills progression map

### EYFS Science Knowledge

#### Autumn –

<u>Working scientifically</u>	<u>Animals</u>	<u>Plants</u>	<u>Everyday materials</u>
<ul style="list-style-type: none"> <li>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing</li> <li>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li><b>Scientific enquiry – pattern seeking – looking at water / ice effects of freezing and melting.</b></li> </ul>	<ul style="list-style-type: none"> <li>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing</li> </ul>	<ul style="list-style-type: none"> <li>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>I know some similarities and differences in relation to materials</li> </ul>

#### Spring –

<u>Working scientifically</u>	<u>Animals</u>	<u>Plants</u>	<u>Everyday materials</u>
<ul style="list-style-type: none"> <li>I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing</li> <li>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>I know and can talk about forces and how they make things move. I know about how things can affect forces.</li> <li><b>Scientific enquiry – pattern seeking – looking at the seasons and the changes that occur during them.</b></li> </ul>	<ul style="list-style-type: none"> <li>I know how to care for animals (chicks and visit)</li> <li>I know some of the features of my own immediate environment and how they might vary from one another (farm/zoo)</li> <li><b>Scientific enquiry – observation over time – how chicks hatch and grow.</b></li> </ul>	<ul style="list-style-type: none"> <li>I know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	

## Summer –

Summer –			
<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• I know about aspects of my familiar world such as the natural world, making observations and drawing pictures</li> <li>• I know why things happen and how things work</li> <li>• I know some similarities, differences, patterns and change in relation to people</li> </ul>	<p><u>Animals</u></p> <ul style="list-style-type: none"> <li>• I know how to care for animals (trip)</li> <li>• I know some of the features of my own immediate environment and how they might vary from one another (farm/zoo)</li> <li>• <b>Scientific enquiry – research – finding out about how to care for animals we will see on our trip</b></li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• I know how to care for growing plants.</li> <li>• I know about the life cycle of a plant</li> <li>• I know about growth, decay and changes over time</li> <li>• I know some similarities and differences in relation to living things</li> <li>• <b>Scientific enquiry – comparative and fair testing – growing plants under different conditions.</b></li> </ul>	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>• I know some similarities and differences in relation to materials</li> <li>• I can talk in simple terms about the properties of different materials</li> <li>• <b>Scientific enquiry – identifying and classifying - looking at different materials and their uses</b></li> </ul>
<p><b>Key Vocabulary</b> Science, experiment, test, fair , plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment</p>			