

## EYFS

### Nursery Understanding the world

Through continuous provision children will

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>● Mirrors drawing of ourselves and families</li> <li>● Look at conkers, leaves, acorns, pinecones and Talk about how leaves change colour.</li> <li>● Autumn walk – observe leaves falling off trees, talk tray to explore crunching.</li> <li>● Exploring materials in sand tray and water. Comparing conkers smooth and in spiky</li> <li>● Exploring magnets – magnetic – non-magnetic</li> <li>● Observing numbers trapped in ice Nursery</li> <li>● Nature hunts Explore floating and sinking</li> </ul>	<ul style="list-style-type: none"> <li>● Observing spring flowers growing.</li> <li>● Minibeast hunt</li> <li>● Observing leaves growing on trees.</li> <li>● Exploring magnets – magnetic – non magnetic</li> <li>● Observing numbers trapped in ice Nursery: Nature hunts</li> <li>● Explore floating and sinking Messy Play husks.</li> <li>● Messy play</li> </ul>	<ul style="list-style-type: none"> <li>● Nature hunts</li> <li>● Explore floating and sinking</li> <li>● Messy Play</li> <li>● Need for sunscreen and hats</li> </ul>

### Reception Understanding the world

Through continuous provision children will

- Look closely at similarities, differences, patterns and change.

#### Early Learning goal

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Autumn	Spring	Summer

<ul style="list-style-type: none"> <li>• Activities to explore senses</li> <li>• Keeping happy and healthy</li> <li>• Healthy eating</li> <li>• Why do leaves fall</li> </ul>	<ul style="list-style-type: none"> <li>• Where is the best place for a plant to grow (investigation)</li> <li>• Label parts of the plants</li> <li>• Using magnifiers to explore plants and seeds</li> <li>• Plant seeds (vegetables – cress)</li> <li>• Look after seeds – plant beans</li> <li>• Signs of Spring</li> <li>• What do we know about winter</li> <li>• Melting Ice – free the figures</li> <li>• Drawing of natural materials</li> <li>• Pancakes – changing state</li> </ul>	<ul style="list-style-type: none"> <li>• Plant beans and bulbs</li> <li>• Clothes for a trip, holiday or space</li> <li>• Floating and sinking</li> <li>• Recycling</li> <li>• Messy play</li> </ul>
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## YEAR 1

Autumn 1 Who Am I?	Autumn 2 The Magic Toymaker	Spring 1 The Earth: Our Home	Spring 2 The Stories People Tell	Summer 1 Hooray...Let's Go On Holiday!	Summer 2 All Dressed Up
Animals Including Humans	Everyday Materials	Plants	Animals Including Humans	Seasonal Changes	Everyday Materials
identify and name a variety of common animals including fish, amphibians, reptiles,	<ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made;</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including</li> </ul>	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;	<ul style="list-style-type: none"> <li>• observe changes across the 4 seasons;</li> <li>• observe and describe weather associated</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made;</li> </ul>

birds and mammals; <ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores;</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;</li> <li>• describe the simple physical properties of a variety of everyday materials;</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	deciduous and evergreen trees; <ul style="list-style-type: none"> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores;</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	with the seasons and how day length varies	<ul style="list-style-type: none"> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;</li> <li>• describe the simple physical properties of a variety of everyday materials;</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
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## YEAR 2

Autumn 1 People from the past	Autumn 2 Let's Celebrate	Spring 1 Green Fingers	Spring 2 We are what we eat	Summer 1 Treasure Island	Summer 2 The Circus is coming to town
Everyday Material	Living things and their habitats	Plants	Animals including humans	Animals including humans	Living things and their habitats
<ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper</li> </ul>	<ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive;</li> </ul>	<ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants;</li> <li>• find out and describe how plants need water,</li> </ul>	<ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults;</li> <li>• find out about and describe the basic</li> </ul>	<ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults;</li> <li>• find out about and describe the basic</li> </ul>	<ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive;</li> </ul>

<p>and cardboard for particular uses;</p> <ul style="list-style-type: none"> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats;</li> <li>• 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.</li> </ul>	<p>light and a suitable temperature to grow and stay healthy.</p>	<p>needs of animals, including humans, for survival (water, food and air);</p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>needs of animals, including humans, for survival (water, food and air);</p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats;</li> <li>• 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.</li> </ul>
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## Working Scientifically Skills Progression

Level	Discussing & Questioning	Planning	Observing and measure	Interpreting	Recording
<b>22-36 months</b>	<ul style="list-style-type: none"> <li>• Show what they did.</li> </ul>		<ul style="list-style-type: none"> <li>• Touch and explore objects and living things in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment.</li> </ul>	

30-50 months	<ul style="list-style-type: none"> <li>• Comments and asks questions about their familiar world.</li> <li>• Talk about some of the things they have seen.</li> </ul>		<ul style="list-style-type: none"> <li>• Show care and concern for living things and the environment.</li> <li>• Develop an understanding of growth, decay and change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about why things happen and how things work.</li> </ul>	
40-60 months	<ul style="list-style-type: none"> <li>• Talk about the features of their own environment and how environments might differ from one another.</li> </ul>		<ul style="list-style-type: none"> <li>• Make observations "the ice is very cold"</li> <li>• Look closely at similarities differences, pattern and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe simply what they did e.g "I put milk on the cornflakes".</li> </ul>	<ul style="list-style-type: none"> <li>• Draw simple pictures with support.</li> </ul>
ELGs	<ul style="list-style-type: none"> <li>• Talk about the features of their own immediate environment.</li> <li>• Ask an increased range of questions.</li> </ul>		<ul style="list-style-type: none"> <li>• Make observations of animals and plants and explain why some things occur , and talk about the changes they observe.</li> <li>• Use simple equip provided.</li> <li>• Sort objects by a given criteria ( red, small)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe simply what happened. Eg. "the cornflakes went soft" .</li> </ul>	<ul style="list-style-type: none"> <li>• Draw simple pictures, with support add labels, make models .</li> </ul>

<p style="text-align: center;"><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>● Ask simple questions .</li> <li>● Begin to use simple scientific language related to the Topic ( smooth, soft)</li> </ul>	<ul style="list-style-type: none"> <li>● Chooses ways to answer scientific questions.</li> <li>● Use secondary sources to find information.</li> </ul>	<ul style="list-style-type: none"> <li>● Performs simple tests</li> <li>● Group and classify using a given criteria.</li> <li>● Make comparisons between simple features of objects , materials, and living things.</li> <li>● With guidance begin to notice pattern and relationships.</li> <li>● Observes closely using equipment.</li> <li>● Observes change over a period of time( leaves falling, buds opening)</li> <li>● Uses their Science experiences to explore the world around them</li> </ul>	<ul style="list-style-type: none"> <li>● Describe similarities and differences between results with support.</li> <li>● Use their observations and ideas to suggest answers to questions.</li> <li>● Identifies and classifies.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw /talk about work in everyday terms possibly with support.</li> <li>● Record in tables drawn by teacher. Use a range of ICT to support recording.</li> </ul>
<p style="text-align: center;"><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>● Ask questions</li> <li>● Use simple Scientific vocabulary ( metal, magnetic)</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about how to find the answer.</li> <li>● Chooses ways to answer scientific questions.</li> <li>● Use secondary sources to find out information.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance group and classify using their own simple criteria.</li> <li>● Identifies how things are the similar or different.</li> <li>● Perform simple tests.</li> <li>● Measure with non-standard measures.</li> <li>● Use simple equip provided.</li> <li>● Observe changes over a period of time.</li> <li>● Use their science experiences to explore the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>● Make comparisons between simple features of objects, materials and living things.</li> <li>● Talk about what they have found out from data collection.</li> <li>● With guidance begins to notice patterns and relationships.</li> <li>● Use their observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>● Record results in simple tables in an ordered way – headings given by teachers.</li> <li>● Use pictograms to display results. Draw bar charts with support.</li> <li>● Use a range of ICT to support recording.</li> </ul>