



EYFS Science Skills			
Working scientifically	Plants	Animals including humans	Everyday materials
Comments and asks questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Identify similarities and differences in relation to living things. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Developing an understanding of growth, decay and changes over time.	Understand the life cycle of a human Begin to understand the need to respect and care for the natural environment and all living things. Talk about the features of their own immediate environment and how environments might vary from one another.	Identify similarities and differences in relation to materials.

EYFS Framework	
Aim: ‘guide children to make sense of the natural world’	
Early Learning Goals: <i>Children at the expected level of development will:</i>	
ELG: Understanding the World - The Natural World <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 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. 	
ELG: Personal, Social and Emotional Development - Managing Self <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	
ELG: Communication and language: - Listening, Attention and understanding <ul style="list-style-type: none"> Make comments on what they have heard and ask questions (scientific) to clarify understanding 	
ELG: Communication and language: - Speaking <ul style="list-style-type: none"> Participate in small group, class and one on one discussions, offering their own ideas, using recently introduced vocabulary (scientific) Offer explanations for why things might happen 	

Year 1	Autumn		Spring		Summer	
	Transition	Let’s investigate – Earth & Space	Animals and Humans – all about animals	Animals and Humans – All about me	Plants	
	Seasonal change runs throughout the year					
Year 2	Exploring everyday - materials	Animals and Humans - growth	Animals and Humans – Life cycles	Living things and their habitats	Living things and their habitats – habitats around the world	Plants

EYFS			
	Autumn	Spring	Summer
Working scientifically	I can use my senses when describing a walk of the local environment – core text focus ‘The three Little Pigs’ I can discuss changing states of matter – core text focus – ‘The Gingerbread Man’ & ‘The Runaway Chapati’ Scientific enquiry – making gingerbread men and discussing changes in state	I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing – Spring Walk, - focus on flowering in spring	I know how to ask questions about the world the world - Children know about the planet, Oceans, recycling and world environment day



Plants		I know what plants are and identify parts of a plant (petal, stem, flower) – core text focus ‘Errol’s Garden’. I know how plants grow – scientific enquiry focus – observation over time -planting beans and cress	I know how to look after plants and how things grow. To begin to understand life cycles – focus on plants and how they grow.
Animals		To begin to understand life cycles – focus – life cycles of a butterfly – core text ‘The Very Hungry Caterpillar’. scientific enquiry focus – observation over time – metamorphosis from caterpillar to butterfly	I know how to ask & answer questions (focus oral hygiene) How to keep my teeth healthy. To know which foods keep me healthy. scientific enquiry focus – observation over time – sugars that rot teeth
Everyday materials	I know some similarities and differences in relation to properties of materials – core text focus ‘The Three Little Pigs’. Scientific enquiry – identifying and classifying -to explore different everyday materials. To explore which material would be the best material to use to make a house		

Links to KS1			
Working scientifically Year 1 will ask simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment. Performing simple tests Identifying and classifying Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions	Plants Year 1 will be able to identify and name a variety of common wild and garden plants. Will be able to identify and describe the basic structure of a variety of common flowering plants.	Animals Year 1 will be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Will be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores Will be able to identify, name, draw and label the basic parts of the human body.	Everyday materials Will know the properties of different materials & why they are used in relation to their properties. Will know everyday material, including wood, plastic, glass, metal, water and rock Will be able to compare and group everyday materials on the basis of their physical properties.