Science – EYFS

	ELG's	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Science KS1
Specific Area of Learning **Understanding the World**	**The Natural World** Children at the expected level of development will: • 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.	**Plants** how to observe plants carefully, modelling the correct vocabulary noticing plants and trees in the environment through observation and dialogue, e.g. look – a tree with xxx shaped leaves, look at its branches where plants usually grow the life cycle of plants how to care for plants the names of plants and trees in the local environment similarities and differences in plants	leaves, roots, stem, petal, familiar plant names, life cycle	**Plants** Pupils should be taught to: • 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.

	Key texts: 	**Animals including humans** ▪names of different body parts on both humans and animals ▪ the vocabulary same / different / similar / similarities / differences ▪modelling talking about and celebrating similarities and differences, e.g. This animal has a long tail and this one has a short one. You have blue eyes and I have brown eyes. ▪modelling observation, e.g. I can see a long nose, a brown body, a black mane and a black tail. ▪different simple bodily functions ▪how to care for animals ▪ the basic human life cycle	similarities, brain, heart, bones, bottom, hips. collar bone, wrist, beak, wings, feathers, gills,	**Animals Including Humans:** Pupils should be taught to: • 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.

		Everyday materials how to observe – narrating what you see using appropriate vocabulary ▪ using senses to explore a range of natural loose parts, e.g. It feels bumpy … It looks brown and grey … ▪ teaching pupils how to play with different materials, e.g. dough, sand ▪ modelling noticing similarities and differences between materials, e.g. The wood is brown and rough. The plastic is white and smooth. ▪ how to sort using simple criteria	sort, materials, flexible, experiment, change	**Everyday Materials** Pupils should be taught to: • 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 simple physical properties.
		Seasonal change the different types of weather ▪ the different types of clothing we wear for different weather types ▪ the difference between hot and cold, including items that are hot and cold ▪ the difference between day and night and what we do during the day / at night ▪ the seasons and what happens in each linked to weather, trees, animals and themselves, celebrations and clothing	autumn, winter, spring, summer, season, hibernate	**Seasonal Change** Pupils should be taught to: • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.
		Environmental change	harm , humans, nature, island, pollution	**EYFS only**

		the different places in the school locality, e.g. park, shops, river, seaside, forest / wood ▪ similarities and differences between school / their homes and other places ▪ how we can look after the local environment, e.g. putting litter in bins, litter picking, walking instead of taking the car ▪ how to care for plants and animals ▪ how humans are harming the world and how they can help (simple ways), e.g. litter, walking not driving, wasting less food		
		Forces and how things work how to make observations, e.g. Look the jelly wobbles when we touch it! Let's look at the windmill. What is it made of? How can we make our own? ▪ modelling how to explore how to make things work, e.g. remote controlled toys, switches, different push / pull forces ▪ modelling how to use different construction kits ▪ modelling how to use different tools, including safety aspects	push, pull, action, tools, together, apart, connect, electricity, battery	**Links to KS2 Forces topics**
		Working scientifically	try, test, ideas, explore, find, out, how	**Working Scientifically**

		using senses to explore a range of objects, materials and natural phenomenon ▪ how to ask questions and question words, e.g. why, when, what, how ▪ observation skills, narrating what you see using correct vocabulary ▪ why things happen ▪ grouping, sorting, similarities, differences. ▪ how to make predictions, e.g. I think x will happen… what do you think? ▪ decision making, e.g. I am going to try this out to see if it works…		Pupils should be taught the following skills: • asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.