

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In Addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

**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 which dinosaurs are meat or plant eaters</p>	<p>Identify similarities and differences in relation to materials</p>

Seasons - see Geography knowledge and skills progression map

**EYFS Science Knowledge**

**Autumn** – Changing state – ice (seasons – see EYFS Geography knowledge and skills)

Working scientifically

I know how to ask questions about the world the world through using my senses - feeling, hearing, seeing  
 I know some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Spring** – Space – forces (Gravity) Push and pull toys, habitats (farm), lifecycles , growing plants

Working scientifically

I know about aspects of my familiar world such as the natural world, making observations and drawing pictures  
 I know and can talk about forces I can feel

Animals

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

Plants

I know how to care for growing plants.  
 I know about the life cycle of a plant  
 I know about growth, decay and changes over time  
 I know some similarities and differences in relation to living things.

**Summer** – Floating and sinking - which material will create the best boat? (Everyday materials), growing - lifecycles and body parts (PSHE link) dinosaur poo investigation - meat/plant eaters

Working scientifically

I know why things happen and how things work  
 I know some similarities, differences, patterns and change in relation to people

Animals

I know about life cycle of an human  
 I know I need to respect and care for the natural environment and all living things.  
 I know which dinosaurs are meat or plant eaters

Everyday materials

I know some similarities and differences in relation to materials

**Key Vocabulary**

Science, experiment, test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	<b>Animals including humans - about me.</b> <i>(Continuing progression from F2—sense of self &amp; world around them. Securing transition from 'All about me' topic.</i>	<b>Seasonal changes</b>	<b>Uses of everyday materials 1</b>	<b>Animals including humans - about animals.</b>	<b>Introduction to plants.</b>	<b>Exploring everyday materials 2</b>
Year 2	<b>Uses of Everyday materials.</b>	<b>Animals including humans - growth.</b>	<b>Living things and their habitats.</b>	<b>Animals including humans 2 - Life cycles.</b>	<b>Plants</b>	<b>Habitats around the world.</b>
Year 3	<b>Plants</b>	<b>Animals including humans - what makes us.</b>	<b>Rocks</b>	<b>Light</b>	<b>Forces and magnets</b>	<b>Scientific enquiry.</b>
Year 4	<b>Living things and their habitats.</b>	<b>Animals including humans - digestion.</b>	<b>States of matter</b>	<b>Sound</b>	<b>Electricity</b>	<b>Living things and their habitats - conservation.</b>
Year 5	<b>Living things and their habitats</b>	<b>Animals including humans - explore life cycles.</b>	<b>Properties of materials</b>	<b>Earth and space</b>	<b>Forces</b>	<b>Changes of materials</b>
Year 6	<b>Living things and their habitats</b>	<b>Animals including humans - the heart and health</b>	<b>Evolution and inheritance</b>	<b>Light</b>	<b>Electricity</b>	<b>Looking after our environment.</b>