

## Science in the EYFS 2022 onwards

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	Science KS1
Understanding the World	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary</li> <li>Ask questions to find out more and to check what has been said to them</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen</li> <li>Use new vocabulary in different contexts</li> <li>Know and talk about different factors that support overall health and wellbeing such as: regular physical</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of</li> </ul>	<p><b>Autumn Term:</b> <i>All about me:</i></p> <ul style="list-style-type: none"> <li>Discussions around snack time and lunch time - healthy eating choices.</li> <li>Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise.</li> <li>Story time and circle time to explore books focusing on staying healthy and the human body: Funnybones, Germs, What makes me, me and The Little Book of Manners.</li> <li>Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes...</li> <li>RSE link autumn 2 – naming body parts.</li> <li>Talking about our pets at home and drawing out pets in our family portraits.</li> </ul> <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> <li>Exploring school's grounds and observing seasonal changes in the Autumn.</li> <li>Exploring natural autumnal resources in a Tuff Tray, asking questions and making/drawing observations.</li> <li>Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</li> <li>Explore harvest time in the UK and farming at harvest time.</li> <li>Observe seasonal weather changes and longer nights in the autumn compared to the summer.</li> <li>Observe and explain decomposition of pumpkins</li> </ul> <p><i>People who help us:</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know some foods that are healthy and not healthy.</li> <li>I know why we need to wash our hands and brush our teeth.</li> <li>I know how to use the toilet.</li> <li>I know how to get myself dressed.</li> <li>I know some body parts and can say what they do.</li> <li>I know who is in my family, including pets.</li> <li>I know the difference between animals and plants.</li> <li>I know the names of different animals: from our country and far away.</li> <li>I know the names of the four seasons.</li> <li>I know what the weather is like in each of the seasons.</li> <li>I know the main changes that happen in Autumn, Winter, Spring and Summer.</li> <li>I know that ice melts when it gets hot.</li> <li>I know that water turns into ice when it freezes.</li> <li>I know that some animals sleep during the winter.</li> <li>I know that the weather is different in different parts of the world.</li> <li>I know that a plant needs light, soil and water to grow.</li> <li>I know that plants die if they don't have enough water.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Seasonal changes</li> <li>Everyday materials</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Uses of everyday materials</li> </ul> <p>Key Stage 1: Animals, including humans</p>

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	<p>activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine</p> <ul style="list-style-type: none"> <li>• Being a safe pedestrian.</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>healthy food choices.</p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how to stay healthy</li> <li>• Explore looking after our community environment and recycling.</li> </ul> <p><i>Festivals:</i></p> <ul style="list-style-type: none"> <li>• Explore festival origins/celebrations across the world, using a world map/globe.</li> <li>• Observe changes – light</li> </ul> <p><i>Traditional Tales:</i></p> <ul style="list-style-type: none"> <li>• Build a boat for the Gingerbread man (floating and sinking exploration).</li> <li>• Materials – what is the best material for the Three Pigs to build a house out of?</li> </ul> <p><b>Spring Term:</b></p> <p><i>Seasonal Changes – Winter &amp; Spring:</i></p> <ul style="list-style-type: none"> <li>• Exploring schools' grounds and observing seasonal changes in the winter/spring.</li> <li>• Explore compare/contrast our environment with e.g. polar regions.</li> <li>• Discuss global warming and the impact on polar regions</li> <li>• Observe seasonal weather changes in the winter/spring (ice exploration)</li> <li>• Observe, question and draw spring plants/spring growth.</li> <li>• Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</li> <li>• Spring walk around School grounds describing and discussing what is found.</li> <li>• Explore the life cycle of frogs and butterflies.</li> <li>• Explore the life cycle of plants</li> <li>• Still life observations and drawings of spring flowers.</li> </ul> <p><i>Food:</i></p> <ul style="list-style-type: none"> <li>• Planting seeds and plants</li> <li>• Discover, compare and contrast food produce/grown in different climates around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that some food grows on trees and some comes from plants on and under the ground.</li> <li>• I know that a tadpole becomes a frog and a caterpillar becomes a butterfly.</li> <li>• I know that some materials float and some sink.</li> <li>• I know that some materials are more suited to jobs than others.</li> <li>• I know that my actions affect the world.</li> <li>• I know the name of some insects.</li> </ul>	
				<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin.</li> <li>• Dog, cat, fish, hamster, rabbit cow, horse, sheep, goat, elephant. tiger, lion, crocodile, giraffe.</li> <li>• Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, farming, leaves, light, dark, desert, polar.</li> <li>• Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, bush, water.</li> <li>• Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon.</li> <li>• Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light,</li> <li>• Pollution, recycle, rubbish, environment, community.</li> <li>• Minibeast, ant, spider, worm, snail, habitat.</li> </ul>	

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			<p><i>Festivals:</i></p> <ul style="list-style-type: none"> <li>• Explore festival origins/celebrations across the world, using a world map/globe.</li> <li>• Observe changes – light</li> </ul> <p><b>Summer Term:</b></p> <p><i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> <li>• Exploring schools' grounds and observing seasonal changes in the summer.</li> <li>• Observe seasonal weather changes in the summer</li> <li>• Observe floating and sinking</li> </ul> <p><i>People who help us:</i></p> <ul style="list-style-type: none"> <li>• Explore looking after our community environment and recycling.</li> <li>• Discuss how we can help look after our local and world environments.</li> </ul> <p><i>Around the world:</i></p> <ul style="list-style-type: none"> <li>• Observe, explore and compare contrasting natural environments around the world: rainforest, great barrier reef, Kenya</li> <li>• Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.</li> <li>• Knowing where different animals come from.</li> <li>• Explore creatures that live in the sea.</li> </ul> <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> <li>• Explore, observe and identify UK minibeasts.</li> <li>• Look after our local environment – build minibeast houses</li> </ul>		
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