

## EYFS – Vertical progression – Understanding the World – The World - Science overview

Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>
<p><b>Biology ELG -</b></p> <p><b>- Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p> <p><b>- 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</b></p> <p><b>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b></p>			
Focus	Living things and their habitats	Plants	Animals, including humans
Nursery	<ul style="list-style-type: none"> <li>Explore different habitats outdoors, e.g. scent, colour &amp; shape of flowers attracting bees</li> <li>Observe growth &amp; decay over time</li> <li>Begin to understand the need to respect &amp; care for the natural environment &amp; all living things</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Understand the key features of the life cycle of a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>Most plants start growing from a seed or bulb</li> <li>All plants need water &amp; light to grow &amp; survive</li> <li>Observe plants closely through a variety of means e.g. magnifiers &amp; photographs</li> <li>Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds</li> <li>Use all the senses in hands-on exploration of plants</li> <li>Understand the key features of the life cycle of a plant</li> </ul>	<ul style="list-style-type: none"> <li>Observe animals closely through a variety of means e.g. magnifiers &amp; photographs</li> <li>Look at key stages of development from birth to adult</li> <li>Name &amp; identify body parts</li> <li>Observe &amp; describe in words or actions the effects of physical activity on body</li> <li>Understand the key features of the life cycle of an animal</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Describe what they see, hear &amp; feel whilst outside</li> <li>Observational drawings of the natural world</li> <li>Discuss how to care for the living things &amp; their habitats</li> <li>observe how flora &amp; fauna behave differently as the seasons change</li> <li>Examine change over time</li> <li>Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds</li> <li>Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution</li> </ul>	<ul style="list-style-type: none"> <li>All plants need water, light and warmth to grow and survive</li> <li>A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight</li> <li>Extend vocabulary: blossom, buds, bulb, evergreen, deciduous</li> <li>Describe what they see, hear &amp; feel whilst outside</li> <li>Name &amp; describe some plants</li> <li>Draw pictures of plants</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health</li> <li>Describe what they see, hear &amp; feel</li> <li>Identify different parts of their body &amp; animals</li> <li>Be able to show care and concern for living things</li> <li>Know the effects exercise has on their bodies</li> <li>Have some understanding of growth and change</li> <li>Talk about things they have observed including animals</li> <li>Observational drawings of animals</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Describe how habitats provide for the basic needs of different animals and plants and how they depend on each other</li> <li>Know that living things reproduce</li> <li>Identify and name a variety of plants and animals, including microhabitats</li> <li>Use a simple food chain</li> <li>Observe changes across the 4 seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <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 including fish, amphibians, reptiles, birds and mammals</li> <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>

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<ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul>
<b>Chemistry &amp; Physics ELG -</b> <b>- Explore the natural world around them, making observations and drawing pictures of animals and plants</b> <b>- 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</b> <b>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b>		
<b>Focus</b>	<b>Materials</b>	
<b>Nursery</b>	Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary Explore how things work e.g. pulleys Explore & talk about different forces they can feel e.g. stretch, snap, rigid, magnetic repulsion, water pushing up when pushing a boat under it Talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating & sinking Characteristics of liquids & solids e.g. cooking eggs, melting chocolate	
<b>Reception</b>	Observe & interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water Use vocabulary to name specific features of the natural world, both natural & man-made Looks closely at similarities, differences, patterns and change in materials, both natural and man-made Knows about similarities and differences in relation to materials and their properties Make observations of materials and explain why some things occur, and talks about changes.	
<b>Year 1</b>	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	