

Early Years		
Early Learning Goal	Vocabulary	A Unique Child: what a child might be doing
<p><b>Managing Self</b> Children at the expected level of development will:</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 healthy food choices.</li> </ul> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</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>Body Parts:</b> head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arm, leg, animal,  <b>What animals give us:</b> meat, roast chicken, bacon, ham, milk, cheese, butter, wool, hair, eggs, honeycomb, honey  <b>Environments:</b> environment, woodland, valley, playground, recycling, compost, changes  <b>Seasons:</b> spring (growth, baby animals) - Summer - Autumn (Harvest) – Winter - Weather: sun, rain, wind, snow, ice, frost, sleet, hail, cold, warm, hot, day length, day light.  <b>Living things</b> plants, grow, lifecycle: - Roots, shoots, stem, leaves, buds, flower, water, light, warmth, temperature, soil, compost  <b>Living things:</b> animals, body parts, backbone, skeleton, soft body, shell, adapted, hibernate, migrate, predator, prey, nocturnal, adult, parent, baby, Lifecycle: - egg, caterpillar, chrysalis, butterfly, birds (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, locust, cricket, millipede, butterfly, caterpillar), fish, reptiles (snake, tortoise, gecko), amphibians, mammals (mouse, shrew, vole, hare, fox), Natural, wild, wildlife, native.  <b>Places:</b> habitats, woodland, desert, ocean, jungle, Arctic. Microhabitats: - Log, stone, tree, dead leaves, soil, seaside.  <b>Food:</b> British Autumn fruits and vegetables (e.g. apples, pears, beetroot, carrots, potatoes,</p>	<p><b>Physical Development:</b> Health and self-care  <b>(Age range 5, roughly 36 to 48 months) A Unique Child: what a child might be doing</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies.</li> <li>• Can name and identify different parts of the body</li> <li>• Can wash and can dry hands effectively and understands why this is important</li> <li>• Can name and identify different parts of the body</li> </ul> <p><b>(Age range 6, roughly 48 to 71 months) A Unique Child: what a child might be doing</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>• Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</li> <li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> </ul> <p><b>Understanding the world:</b> The world  <b>(Age range 5, roughly 36 to 48 months)</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Talks about why things happen and how things work</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> </ul>

	<p>butternut squash, sweetcorn, cauliflower). Bread:</p> <p>- Mix, knead, prove, rise. Materials object, material, properties, suitable, pipette, recycling.</p> <p><b>Properties:</b> waterproof, strong, weak, dense, less dense, hard, soft, materials</p>	<ul style="list-style-type: none"><li>• Begin to understand the effect their behaviour can have on the environment</li></ul> <p>(Age range 6, roughly 48 to 71 months)</p> <ul style="list-style-type: none"><li>• Looks closely at similarities, differences, patterns and change in nature</li><li>• Knows about similarities and differences in relation to places, objects, materials and living things</li><li>• Talks about the features of their own immediate environment and how environments might vary from one another</li><li>• Makes observations of animals and plants and explains why some things occur, and talks about changes</li></ul> <p><b>Development Matters</b></p> <p>3 and 4-year-olds will be learning to:</p> <p>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.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Children in reception will be learning to:</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		
	Autumn	Spring	Summer	Throughout

Year				
Topic	Animals (living things and their habitats)	Plants	Everyday materials	Seasonal changes
<b>Working Scientifically Programme of study</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p><b>The 5 Types of Enquiry:</b></p> <p>sorting and classifying, comparative and fair tests, patterns seeking, researching using secondary sources, observing over time</p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● asking simple questions and recognising that they can be answered in different ways</li> <li>● observing closely, using simple equipment</li> <li>● performing simple tests</li> <li>● identifying and classifying</li> <li>● using their observations and ideas to suggest answers to questions</li> <li>● gathering and recording data to help in answering questions</li> </ul>			



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Vocabulary	Animals (living things and their habitats)	Plants	Everyday Materials	Seasonal Changes
	<p><b>Year 1:</b></p> <p>Names of common animals – fish, birds, amphibians, reptiles, mammals</p> <p>carnivores, herbivores, omnivores. Meat-eaters, Plant feeders</p> <p>Habitat, shelter</p> <p>Wild animals, Pets</p> <p>Senses, Hear/hearing, See/seeing Touch / touching, Taste/tasting</p> <p>Body parts, Mouth, Head, Body Neck, Arms, Eyebrows, Eyelashes, Legs, Elbows, Knees Face, Eyes, Ears, Teeth</p> <p>Wing, Claw, Tail, Beak, Fur, Feather, Fin, Scales</p> <p><b>Year 2:</b></p> <p>Adult Young Baby Toddler Child Teenager Grow Offspring old</p>	<p><b>Year 1:</b></p> <p>Names of locally found garden plants / wild plants / flowering plants / trees Vegetable Name of plants grown</p> <p>Leaf / leaves Flower Blossom Petal Fruit Berry Names of vegetables grown</p> <p>Root Bulb Seed Trunk Branch Stem stalk</p> <p><b>Year 2:</b></p> <p>Seedling  Shoot  Fully grown</p>	<p><b>Year 1:</b></p> <p>physical properties Object, Material, Wood, Plastic Glass, Metal, Solid, Liquid, Gas Water, Rock Rough, smooth Bright / shiny Dull / dim Absorbent, Waterproof Bendy Stiff Soft Hard Squashing Stretching See through Names of common materials</p> <p><b>Year 2:</b></p> <p>Man-made Natural Describe features of change – pushing / pulling Suitable Use / useful twist stretch reflective/non-reflective bend squash Characteristics Properties Rigid Flexible</p>	<p><b>Year 1:</b></p> <p>Season Autumn Winter Spring Summer Weather Names of common weather features Days Hours Months Light Dark Shadow Moon movement weather</p>



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	<p>reproduction parents Survival Basic needs – water, food, air shelter suitable suited environment</p> <p>Food types – name common eggs Hygiene, Infection, Exercise, unhealthy, balanced, meat, vegetables, fruit</p> <p>Living, Alive, Non-living, Dead</p> <p>Move, Grow, Feed, Breathe Have young, Needs, Shelter Heat</p> <p>Habitats, Conditions, Characteristics, Adaptation</p> <p>Name micro-habitats – log, bush Describes conditions – damp, dark etc Food chain, Carnivore, Herbivore Omnivore Name local habitats – pond, woodland</p>	<p>Growth deciduous evergreen Healthy Wither Soil shade grow germinate bark Earth Water Light Hot/cold Nutrients</p>	<p>Strong Weak Reflective Non-reflective Transparent Opaque Translucent Shape Changes</p>	
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Key Knowledge	Animals (living things and their habitats)	Plants	Everyday Materials	Seasonal Changes
	<p><b>Year 1:</b></p> <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> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and</li> </ul>	<p><b>Year 1:</b></p> <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> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to</li> </ul>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>

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	<p>plants, and how they depend on each other</p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>grow and stay healthy.</p>	<p>glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	
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