

Science Objectives EYFS, Year 1, Year2

Topic	EYFS	Year 1	Year2
Working Scientifically	<p>ELG 14 The world</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> • 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. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> • 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.

	Vocab – change, explain, alive, plant, animal	Vocab – question, answer, test, compare, measure, observe, group, record.	Vocab – question, answer, test, compare, measure, observe, group, record, data, chart.
Habitats			<p>Living Things and their habitats</p> <ul style="list-style-type: none"> • □ explore and compare the differences between things that are living, dead, and things that have never been alive □ • 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

			<p>and plants, and how they depend on each other</p> <ul style="list-style-type: none"> • □ identify and name a variety of plants and animals in their habitats, including microhabitats □ • 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. <p>Vocab – habitat, micro-habitat, food chain, predator, prey</p>
Plants	ELG 14 The world	Plants	Plants

	<ul style="list-style-type: none"> • They make observations of animals and plants and explain why some things occur, and talk about changes. <p>Vocab – plant, seed, flower, leaf</p>	<ul style="list-style-type: none"> • 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. <p>Vocab – deciduous, evergreen , plant, leaf, leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>	<ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Vocab - germination</p>
Animals including humans	ELG 14 The world <ul style="list-style-type: none"> • They make observations of animals 	Animals including humans <ul style="list-style-type: none"> • identify and name a variety of common animals 	Animals including humans <ul style="list-style-type: none"> • notice that animals, including humans, have

	<p>and plants and explain why some things occur, and talk about changes.</p> <p>ELG5 Physical development</p> <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. <p>Vocab – animal, food, well, unwell</p>	<p>including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> • □ 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. <p>Vocab - fish, amphibians, reptiles, birds, mammals,</p>	<p>offspring which grow into adults</p> <ul style="list-style-type: none"> • □ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) □ • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Vocab – exercise, nutrition, health</p>
--	---	---	---

		head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth	
Materials		<p>Everyday materials</p> <ul style="list-style-type: none"> • 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 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

		<p>basis of their simple physical properties.</p> <p>Vocab - hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p>	
Seasons	<p>ELG 14 The world</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. <p>Sun, weather, season, spring, summer, autumn, winter, day length</p>	

	<p>might vary from one another.</p> <ul style="list-style-type: none">• They make observations of animals and plants and explain why some things occur, and talk about changes. <p>Vocab – weather, season.</p>		
--	--	--	--