

**St. Peter's C of E Primary School**  
**Science – EYFS – KS1**

	ELGs	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Science KS1	
				Year 1	Year 2
Specific Area of Learning <b>Personal, Social &amp; Emotional Development</b>	<b>Managing Self</b>  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	<ul style="list-style-type: none"> <li>• Discussions at snack time of the importance of healthy food choices</li> <li>• During lunch time discussions</li> <li>• Using picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</li> <li>• Through stories and circle time discussions</li> <li>• Providing regular reminders about thorough handwashing and toileting</li> <li>• Supporting children in developing good personal hygiene</li> <li>• Putting shoes/coats on independently</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Healthy</li> <li>• Wash</li> <li>• Toothbrush</li> <li>• Tooth / Teeth</li> <li>• Body</li> <li>• Head</li> <li>• Bones</li> <li>• Skeleton</li> <li>• Family</li> </ul>	<b>Animals, including humans</b>	
Specific Area of Learning <b>Understanding the World</b>	<b>The Natural World</b>  Explore the natural world around them, making observations and drawing pictures of <b>animals</b> and plants	<ul style="list-style-type: none"> <li>• Naming body parts and recognising a human skeleton <b>RSE link</b> – Correct naming of body parts</li> <li>• Labelling body parts</li> <li>• Understanding the difference between themselves now and as babies</li> <li>• Describing animals during story time and rhymes (e.g. <i>Incey Wincey Spider</i>, <i>Horsey Horsey</i>)</li> <li>• Exploring information books about lifecycles</li> <li>• Creating bug hotels</li> <li>• Exploring animals from other countries</li> <li>• Exploring a range of jungle animals. Learn their names and label their body parts</li> <li>• Comparing animals from a jungle to those on a farm</li> <li>• Exploring nocturnal animals – making sense of different environments and habitats</li> <li>• Listening to the children describing and commenting on things they have seen whilst outside, including plants and animals</li> <li>• After close observation, draw pictures of the natural world, including animals and plants</li> <li>• Following the first-hand life-cycle of butterflies and tadpoles in the classroom</li> <li>• Creating acrostic poems about animals</li> </ul>	<ul style="list-style-type: none"> <li>• Animal</li> <li>• Human</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Insects</li> <li>• Lifecycle</li> <li>• Nocturnal</li> </ul>		

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<p align="center"><b>ELG 14 The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of <b>animals and plants</b></p>	<ul style="list-style-type: none"> <li>Planting seeds</li> <li>Creating a timeline of how plants grow</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>Listening to the children describing and commenting on things they have seen whilst outside, including plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>Lifecycle</li> <li>Plant</li> <li>seed</li> <li>grow</li> <li>roots</li> <li>Flower</li> </ul>	<p align="center"><b>Plants</b></p>	
<p align="center"><b>ELG 14 The Natural World</b></p> <p>Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<ul style="list-style-type: none"> <li>Taking photos to compare seasons and discuss</li> <li>Going on walks to observe the local environment and to compare and learn about the seasons</li> <li>Making comments on the weather</li> <li>Discuss changes in living things - weather, leaves, seasons</li> <li>Explore the world around us and see how it changes as we enter Summer. Providing children with opportunities to note and record the weather</li> <li>Looking for children incorporating their understanding of the seasons and weather in their play</li> <li>Encouraging interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Autumn</li> <li>Winter</li> <li>Spring</li> <li>Summer</li> <li>Change</li> <li>Weather</li> </ul>	<p align="center"><b>Seasonal changes</b></p>	<p align="center"><b>Living things and their habitats.</b></p>
	<ul style="list-style-type: none"> <li>Growing plants from bulbs and seeds.</li> <li>Changes in state through cooking - Baking bread, cooking porridge etc</li> <li>Differentiating between land and water</li> <li>Water tray activities to explore water, ice, and materials that float and sink</li> <li>Making boats to explore best materials</li> <li>Exploring what makes the best house for the 3 Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>Material</li> <li>Wood</li> <li>Plastic</li> <li>Glass</li> <li>Float</li> <li>Sink</li> <li>Liquid</li> <li>Solid</li> </ul>	<ul style="list-style-type: none"> <li>Sink</li> <li>Liquid</li> <li>Soft</li> <li>Hard</li> <li>Hot</li> <li>Cold</li> </ul>	<p align="center"><b>Everyday materials</b></p>
<p align="center"><b>Scientific Vocabulary – scientist, sort, observation, identify, compare, group, investigate, test, evaluate</b></p>				