

**HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**  
**SCIENCE OVERVIEW**  
**EYFS TO YEAR 2**

<b>Working Scientifically</b>			
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>Children are taught to:</b>		
<p><b>Development Matters Understanding the World - children in Reception will be learning to</b></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 to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><b>Statutory ELG: The Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>For more detail Birth to 5 Matters Understanding the world: The World Range 5 and Range 6</b></p>	<p>-<b>asking simple questions</b> and recognising that they can be answered in different ways</p> <p>-<b>observing closely</b>, using simple equipment</p> <p>-performing simple tests</p> <p>-<b>identifying and classifying</b></p> <p>-using their observations and ideas to suggest answers to questions</p> <p>-<b>gathering and recording data</b> to help in answering questions</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> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul> <p>Range 6</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>		
	<i>Observe, watch, record, measure, changes</i>		
	<b>Plants</b>		
	Children make observations of plants and <b>explain</b> why some things occur and <b>talk about</b> changes.	Children can <b>identify and name</b> a variety of common wild and garden plants, including deciduous and evergreen trees. Children <b>observe and describe</b> how seeds and bulbs grow into mature plants. Children <b>find out and describe</b> how plants need water, light and a suitable temperature to grow and stay healthy.	
	<i>flower, Petal, Stem, roots, soil, seeds, allotment, vegetable names, fruit names, tree names</i>	<i>Deciduous, evergreen trees, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem</i>	<i>Seeds, bulbs, water, light, temperature, growth</i>
	<b>Animals, including humans</b>		

	<b>Children are taught to:</b>		
	Children <b>make observations</b> of animals and <b>explain</b> why some things occur and <b>talk about</b> changes.	Children can <b>identify, name, draw and label</b> the basic parts of the human body and say which part of the body is associated with each sense. Children <b>notice</b> that animals, including humans, have offspring which grow into adults. Children can <b>identify and name</b> a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Children <b>find out about and describe</b> the basic needs of animals, including humans, for survival (water, food and air). Children can <b>describe</b> the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Children can <b>describe and compare</b> the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Children can <b>identify and name</b> a variety of common animals that are carnivores, herbivores and omnivores.
	<i>Body parts, animal names, pet names, zoo animal names, farm animal names</i>	<i>Fish, reptiles, mammals, birds, amphibians (examples of each), herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, wings, beak</i>	<i>Survival, water, air, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene</i>
	<b>Everyday materials</b>		
	Children know about <b>similarities and differences</b> in relation to materials.	Children can <b>distinguish between</b> an object and the material from which it is made. Children can <b>identify and name</b> a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Children can <b>describe</b> the simple physical properties of a variety of everyday materials. Children can <b>compare and group</b> together a variety of everyday materials on the basis of their simple physical properties.	Children <b>investigate</b> how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Children can <b>identify and compare</b> the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
	<i>Hard, soft, smooth, rough, water, mix, stir, walls, mud, roof, sand, stone, brick, squash, squeeze, pull, push, solid, liquid, material names</i>	<i>Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth</i>	<i>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent brick, paper, fabrics, squashing, bending, twisting, stretching, elastic, foil</i>
	<b>Seasonal changes</b>		
	Children can talk about change (weather, seasons)	Children can discuss observations of changes across the four seasons.	

		Children can describe and observe weather associated with the seasons and how day length varies.	
	<i>Day, night, light, dark, Summer, Spring, Autumn, Winter, damp, dry, mist, long, short, sun cream, protection.</i>	<i>Summer, spring, autumn, winter, sun, day, moon, night, light, dark</i>	
<b>Living things and their habitats</b>			
	Children make observations of animals and explain why some things occur and talk about changes.		Children <b>explore and compare</b> the difference between things that are living, dead, and things that have never been alive. Children <b>identify</b> 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 plants, and how they depend on each other. Children can <b>identify</b> and name a variety of plants and animals in their habitats, including microhabitats. Children can 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.
	<i>Habitats, lifecycles, food, nests, dens, hole</i>		<i>Living, dead, habitat, energy, food chain, predator, prey, woodland, pond, desert</i>