

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Settling into school Autumn	Colour and magic Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
Development Matters  <i>Children in Reception will be learning to:</i>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Recognise some environments that are different to the one in which they live</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support overall health and wellbeing</li> <li>Manage their own needs including personal hygiene</li> </ul>					
Early Learning Goals	<p><b><u>Understanding the World: The Natural World</u></b></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><u>Communication and Language: Speaking</u></b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b><u>Communication and Language: Listening, Attention and Understanding</u></b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b><u>PSED: Managing Self</u></b></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>					
How this is achieved and skills	Autumn Term: <ul style="list-style-type: none"> <li>Spot signs of autumn</li> </ul>		Spring Term: <ul style="list-style-type: none"> <li>Continue looking for signs of winter</li> </ul>		Summer Term: <ul style="list-style-type: none"> <li>Engage in Science week activities</li> </ul>	

<p>are developed in EYFS at Paulton Infant School:</p>	<ul style="list-style-type: none"> <li>• Talk about features of our immediate environment and make observations</li> <li>• Notice changes in the environment</li> <li>• Explore the natural environment including the school orchard</li> <li>• Taste a variety of apples</li> <li>• Look at autumnal vegetables in the context of harvest</li> <li>• Understand the effect of the changing seasons (Summer to Autumn then Winter) on the natural world around them, including daylight hours, weather and temperature</li> <li>• Visit Forest School in Autumn</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of the changing seasons (Winter to Spring) on the natural world around them, including daylight hours, weather and temperature</li> <li>• Make observations and draw pictures of animals including those we might keep as pets</li> <li>• Explore changing states of matter through freezing and thawing</li> <li>• Introduce the life cycle of animals in the context of animals born from an egg</li> <li>• Talk about animals and their offspring</li> <li>• Make observations about the growth of humans and animals between birth and now</li> <li>• Begin to develop an awareness of what animals need to survive and thrive</li> <li>• Talk about healthy eating and understand the necessity of a healthy diet</li> <li>• Understand the need for exercise and rest</li> <li>• Develop respect for living creatures and the natural environment</li> <li>• Visit Forest School in Winter and Spring</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations and draw pictures of animals including those found on a farm</li> <li>• Continue to develop respect for living creatures and the natural environment</li> <li>• Continue developing awareness of life cycles in the context of plants, butterflies and humans</li> <li>• Make observations and draw pictures of plants</li> <li>• Plant seeds and make observations about the growth of the sunflower</li> <li>• Begin to develop an awareness of what plants need to survive and thrive</li> <li>• Spot signs of summer, observe the changes between seasons</li> <li>• Understand the effect of the changing seasons (Spring to Summer) on the natural world around them, including daylight hours, weather and temperature</li> <li>• Visit Forest School in Summer</li> <li>• Visit a farm</li> </ul>
	<p><b>Vocabulary:</b>                  seasons, summer, autumn, winter, weather, cold, rain, sun, snow, fog, frozen, icy, temperature, observe, notice, harvest, fruit, vegetable, orchard, apple, changes, daylight, natural, environment</p>	<p><b>Vocabulary:</b>                  Seasons, winter, spring, weather, warm, cold, rain, sun, opposites, cloudy, snow, ice, change, freezing, thawing, egg, animal, pet, life cycle, growth, offspring, birth, human, survive, respect, natural, environment, observe, notice, body, healthy, unhealthy, exercise, rest, sleep, eat</p>	<p><b>Vocabulary:</b>                  Science, scientist, observe, seasons, spring, summer, hot, sunny, sun safety, life cycle, plant, seed, grow, water, soil, warmth, changes, daylight, temperature, survive, thrive, human, butterfly, caterpillar, environment</p>

**KS1 Science Plan**

**Year 1**

- **Seasons**
- **Everyday materials**
- **Plants**
- **Animals including Humans**

**Year 2**

- **Living things and their Habitats**
- **Everyday materials**
- **Animals including humans**
- **Plants**

<b>Cycle 1</b>	<b>T1 Across the drawbridge</b>	<b>T2 Sweets Galore</b>	<b>T3 Pole to Pole</b>	<b>T4 Superheroes</b>	<b>T5 A Bugs Life</b>	<b>T6 Beside the Seaside</b>
	Y1: Seasons (Autumn focus) Y2: revision on seasons	Y1: Materials Y2: Materials	Y1: Animals inc Humans Seasons (winter) Y2: Animals inc humans	Y1: Seasons (spring) Y2: revision on seasons	Y1: Plants Y2: Plants	Y1: Seasons (Summer focus) Y2: Living things/Habitats  (mixed class to use as pre-teach)
<b>Cycle 2</b>	<b>T1 Deep Dark Woods</b>	<b>T2 Great Fire of London</b>	<b>T3 Land of the Dinosaurs</b>	<b>T4 Rumble in the Jungle</b>	<b>T5 Inventors</b>	<b>T6 My place in the world</b>
	Y2: Living things/Habitats  Mixed class to use as a pre-teach)	Y1: Seasons (Autumn focus) Y2: revision on seasons	Y1: Seasons (winter focus) Y2: revision on seasons	Y1: Animals inc Humans Seasons (winter) Y2: Animals inc humans	Y1: Materials Y2: Materials	Y1: Plants Y2: Plants

Year 1				
FOCUS	Seasons (across the year)	Everyday Materials	Plants	Animals including humans
BUILDING FROM	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Draw information from a simple map. (Reception – Living things and their habitats)</p> <p>Explore the natural world around them. (Reception – Living things and their habitats)</p> <p>Describe what they see, hear and feel whilst outside. (Reception – Living things and their habitats)</p> <p>Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats)</p> <p>Understand the effect of changing seasons on the natural world around them. (Reception – Seasonal changes)</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
<p>KNOWLEDGE</p> <p><u>Seasonal change</u></p> <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p>	<p>observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>

				identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
VOCABULARY (across the year)	Observe, compare, describe, difference, notice, classify, test, group/sort, data, record, measure, equipment, question, investigate, name, label, diagram, magnifying glass, Scientists			
VOCABULARY	Seasons, autumn, winter, spring, summer, month, weather, event, year, January, February, March, April, May, June, July, August, September, October November, December, rain, sun, snow, fog, cold, frozen, icy, observe, observations, data, record, weather, symbol, temperature, rainfall, wind direction, thermometer, rain gauge, weather vane, North, South, East, West, compass, direction, millimetres (mm), degrees centigrade (°C),	materials, objects including wood, plastic, glass, metal, water, and rock, fabric properties (e.g. float sink) waterproof, shiny, hard soft transparent opaque	Deciduous Evergreen Root stem flower petal blossom bulb seed	Animals, humans, fish, amphibians, reptiles, birds and mammals including pets. carnivores, herbivores and omnivores. Warm blooded, cold blooded, scales, fur, wings, skin, gills, tail, head, body, Magnifying glasses scales, fur, wings, skin, gills, tail, head, body, skeleton, skull, bones,
SKILLS  <u>Working Scientifically</u> To begin to ask simple questions and recognise that there are various ways to answer them. To begin to use simple equipment to make observations. To begin to perform simple tests. To begin to identify and classify. To begin to use observations and ideas to answer questions. To begin to gather and record data to help in answering questions.	Name all 4 seasons  Explain how the day length changes  Talk about their environment and what they can see about the weather  Discuss what kinds of temperature and weather we would see at different times of the year  Observe the weather over a period of time using weather chart.	Name a variety of different materials  Understand a material is not a fabric  Be able to explain the simple properties of materials  Sort materials into their type and properties  Understand different properties including sinking, soft, hard etc.	Be able to name different types of trees  Be able to talk about the difference between evergreen deciduous  Name plants in their environment  Start to understand what plants need to grow and thrive by performing a simple experiment.  Explore the local area and identify different plants and flowers  Understand the needs of plants by exploring through simple experiments	Be able to name the 5 animal groups  Sort animals into their animal group by classifying  Be able to understand the terminology of carnivore, herbivore and omnivore and sort animals into these categories  To label a variety of animals and talk about the difference in their body parts  Name the 5 senses  Be able to name the 5 animal groups

**CURRICULUM MAPPING FOR: SCIENCE**



				<p>Sort animals into their animal group by classifying</p> <p>Be able to understand the terminology of carnivore, herbivore and omnivore and sort animals into these categories</p>
<p>ASSESSMENT OPPORTUNITIES</p>	<p>End of Unit assessment Floor book of observations Evidence me</p>	<p>End of unit assessment Floor book of observations Evidence me</p>	<p>End of unit assessment Floor book of observations Evidence me</p>	<p>End of unit assessment Floor book of observations Evidence me</p>

YEAR 2				
	TERM 1	TERM 2	TERM 3	TERM 4
<b>FOCUS</b>	Living things and their habitats	Plants	Animals including humans	Everyday Materials
<b>BUILDING FROM</b>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</p> <p>Observe changes across the four seasons. (Y1 - Seasonal change)</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Y1 - Plants)</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees (Y1 - Plants)</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>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>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
<b>KNOWLEDGE</b>	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Notice that animals, including humans, have offspring which grow into adults (<i>including lifecycles i.e. frog, butterfly, human</i>)</p> <p>find out about and describe the basic needs of animals, including</p>	<p>Pupils identify how different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p> <p>Pupils find out how the shapes of solid objects made from some</p>

	<p>different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats (seashore, woodland, jungle, ocean) (<i>comparing and contrasting them</i>)</p>	<p>Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</p>	<p>humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>materials can be changed by squashing, bending, twisting and stretching</p> <p>Pupils find out about people who have developed useful new materials, including Charles Macintosh or John McAdam.</p>
Vocabulary:	<p>Habitats, microhabitat, living, dead, non-living (never alive), alive, healthy, animals, life processes, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, natural environment, adaptation, jungle, seashore, rainforest, ocean, rockpool, beach, shelter, energy, sources, conditions</p>	<p>materials, objects including wood, plastic, glass, metal, water, cardboard and rock, fabric, properties, waterproof, not waterproof, hard, soft, transparent, opaque, translucent, absorbent, not absorbent, bendy, rigid, rough, smooth, shiny, dull, stretchy, stiff, suitable, unsuitable, flammable, synthetic, natural, squash, bend, twist, stretch, solid, liquid, gas, melt</p>	<p>non-living (never alive), alive, healthy, animals, life processes, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, natural environment, adaptation, food chain, energy, sources, conditions</p>	<p>Humans, animals, offspring, growth, young, adult, hygiene, exercise, food, nutrition, basic needs, survival, lifecycles, egg, chick, chicken, egg, caterpillar, pupa, butterfly, spawn, tadpole, frog, lamb, sheep, baby, toddler, child, teenager, adult,</p>
<p>SKILLS</p> <p><u>Working Scientifically</u> To begin to ask simple questions and recognise that there are various ways to answer them. To begin to use simple equipment to make observations. To begin to perform simple tests. To begin to identify and classify. To begin to use observations and ideas to answer questions. To begin to gather and record data to help in answering questions.</p>	<p>Name four habitats of the UK</p> <p>Name four habitats of the world and name animals or plants that may live there</p> <p>Explore the local area looking for microhabitats</p> <p>Talk about the area we live in and features of an urban habitat</p> <p>Sort and classify different plants and animals into their correct habitat</p> <p>Discuss why an animal is suited to their habitat</p>	<p>Understand what a plants need by performing a simple experiment over a period of time</p> <p>Closely observe different plants including their seeds/bulbs and talk about our findings</p> <p>Order the life cycle of a plant</p> <p>Explore the local area to see where plants grown and think about why</p> <p>Explore how seeds spread and name the different ways</p>	<p>Match the animal to their offspring</p> <p>Complete a simple life cycle of animals/humans and be able to talk about this (explore through observations of butterflies)</p> <p>Name the basic needs for survival (both land and sea)</p> <p>Complete simple experiment to see the effects on exercise</p> <p>Sort foods into what we need lots of, some of and little of talk about the right foods. Talk about ways to keep simple hygiene</p>	<p>Sort materials into their different groups and discuss how objects can be sorted in different ways.</p> <p>Perform a simple experiment to observe and compare how materials can be changed</p> <p>Learn about a significant person from science who developed materials</p> <p>Design an outfit thinking about the suitability based on our learning of a significant person.</p>
ASSESSMENT OPPORTUNITIES	<p>End of Unit assessment Floor book of observations Evidence me</p>	<p>End of Unit assessment Floor book of observations Evidence me</p>	<p>End of Unit assessment Floor book of observations Evidence me</p>	<p>End of Unit assessment Floor book of observations Evidence me</p>



**CURRICULUM MAPPING FOR: SCIENCE**



			Experiment about effects on human body	
--	--	--	--	--