

Science					
KS1 Area of Study	EYFS	How	Linking Books	Vocabulary	KS1
<p>Living Things and Their Habitats & Animals Including Humans</p>	<ul style="list-style-type: none"> To use their senses to explore the natural world and describe what they discover. To comment on and show curiosity about things they notice within the natural world. To know names of and begin to describe different animals, reptiles and fish. To begin to use scientific vocabulary to describe the natural world (e.g. soil, roots, stem). To know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and books. 	<ul style="list-style-type: none"> Books in provision and at story time. Everyday outdoor access. Range of animals in small world, including minibeasts. Habitat sorting in small world. Photographs of different habitats. Sharing photographs of pets. Bug identification books, bug boxes, bug hotels. 	<ul style="list-style-type: none"> The Very Hungry Caterpillar. The Very Busy Spider. Mad About Minibeasts. Snail Trail. Dear Zoo. Rumble in the Jungle. After the Storm. "You're Called What?!" Slime? It's Not Mine! All the Animals Were Sleeping. 	<p>Health & Diversity: More specific names for animal young (e.g. lamb, calf). Names for a wider variety of animals (e.g. common bird types). Habitat, minibeast, creature, living thing, nocturnal. More specific names for animal parts (hooves, paws, fins, gills, snout, wings, feathers, claws, fur).</p> <p>Scientific Enquiry: Autumn Term - Ask, find out, look, watch, listen. Spring Term - Question, answer, observe, share, tell us. Summer Term - Discover, research, present, explain.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork.</p>
<p>Everyday Materials</p>	<ul style="list-style-type: none"> To use their senses in hands on exploration of natural materials. Explore collections of materials and/or different properties. Talk about what they see. To talk about what they observe when simple changes to materials take place. To explore and show an understanding of changing states of matter (in relation to concepts such as melting, freezing, evaporating, floating, sinking and magnetism). 	<ul style="list-style-type: none"> Books in provision and at story time. Everyday outdoor access. Sand play. Water play. Messy play. Mud kitchen. Junk modelling. Organising materials by type (e.g. in class resource shop). 	<ul style="list-style-type: none"> The Three Little Pigs. The Three Little Wolves and the Big Bad Pig. The Glassmaker's Daughter. The Great Paper Caper. The Tin Forest. The Building Boy. A Planet Full of Plastic. Somebody Swallowed Stanley. 	<p>Innovation & Environmental Impact: Freeze, frozen, melt, ice, change, metal, plastic, float, sink, magnetic, waterproof, camouflage.</p> <p>Scientific Enquiry: Autumn Term - Ask, find out, look, watch, listen. Spring Term - Question, answer, observe, share, tell us. Summer Term - Discover, research, present, explain.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Know, identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Know, identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Know that plants can grow from seeds or bulbs, that seeds and bulbs germinate into seedlings and that seedlings grow into mature plants.</p>

<p>Plants</p>	<ul style="list-style-type: none"> • To use their senses to explore the natural world and describe what they discover. • To comment on and show curiosity about things they notice within the natural world. • To show understanding that we need to care for living things like plants and insects. • To begin to use scientific vocabulary to describe the natural world (e.g. soil, roots, stem). • To make simple drawings of natural objects. 	<ul style="list-style-type: none"> • Books in provision and at story time. • Everyday outdoor access. • Planting area. • Gardening. 	<ul style="list-style-type: none"> • Oliver's Vegetables. • I Am the Seed that Grew a Tree. • The Extraordinary Gardener. • The Secret Sky Garden. • The Wall and the Wild. • The Gigantic Turnip. • Mama Miti. • Katie and the Sunflowers. • Eco Girl. • It Stars with a Seed. • Lead Man. 	<p>Environmental Impact: Seed, branch, petal, blossom, roots, shoots, buds, stem.</p> <p>Scientific Enquiry: Autumn Term - Ask, find out, look, watch, listen. Spring Term - Question, answer, observe, share, tell us. Summer Term - Discover, research, present, explain.</p>	<p>Know that plants need light, water, space and a suitable temperature to grow in.</p> <p>Name a variety of plants and animals in their habitats and describe how different habitats provide the basic needs of plants.</p>
<p>Seasons</p>	<ul style="list-style-type: none"> • To comment on weather and seasonal features • To experience, observe and notice differences in seasons. • To understand changes in the natural world including seasons. • To comment on and show curiosity about things they notice within the natural world (such as weather or falling leaves). • To suggest what clothing is/isn't appropriate for different types of weather and times of year. • To name the 4 seasons. 	<ul style="list-style-type: none"> • Books in provision and at story time. • Everyday outdoor access – not weather dependent. • Class calendar: 'Weather Watchers'. • Outdoor thermometer. 	<ul style="list-style-type: none"> • Stick Man. • Seasons (by Hannah Pang). • Tree: Seasons Come, Seasons Go. • A Stroll Through the Seasons. • Meet the Weather. • Once upon a Raindrop. • If Winter Comes, Tell it I'm Not Here. • The Leaf Thief. • A Walk in the Woods. • Storm. • Out & About: A First Book of Poems. 	<p>Environmental Impact: Names of seasons. Hotter/colder/warmer. Freeze, frozen, melt, ice, change.</p> <p>Scientific Enquiry: Autumn Term - Ask, find out, look, watch, listen. Spring Term - Question, answer, observe, share, tell us. Summer Term - Discover, research, present, explain.</p>	<p>Use their senses to describe observations.</p> <p>Name the 4 seasons and say when in the year they occur.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Observe changes across the 4 seasons.</p> <p>Describe some other features that change throughout the year that are caused by the change in weather (e.g. number of minibeasts found outside or leaves on the trees).</p> <p>Explain how daylight varies across the year and seasons.</p>