



Nevill Road Infant School Science Curriculum



National Curriculum Subject Content

EYFS

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

Children at the expected level of development (ELG) will:

- Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices.
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

KEY STAGE 1

ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES	
	Year 1	Year 2
<p>To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</p> <p>To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • To be asking simple questions and recognising that they can be answered in different ways • To be observing closely, using simple equipment • To be performing simple tests • To be identifying and classifying • To be using their observations and ideas to suggest answers to questions • To be gathering and recording data to help in answering questions. <p><u>Plants</u></p> <ul style="list-style-type: none"> • To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • To be asking simple questions and recognising that they can be answered in different ways • To be observing closely, using simple equipment • To be performing simple tests • To be identifying and classifying • To be using their observations and ideas to suggest answers to questions • To be gathering and recording data to help in answering questions. <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • To explore and compare the differences between things that are living, dead, and things that have never been alive • To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of



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	<ul style="list-style-type: none"> To identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies. 	<p>different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> To identify and name a variety of plants and animals in their habitats, including micro-habitats To 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><u>Plants</u></p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
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BREADTH OF STUDY	EYFS	Y1	Y2
Animals including humans	Can I explore the natural world, making observations and drawing pictures of animals and plants	<p>Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Can I 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>	Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air).



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Everyday materials	Can I understand some important processes and changes in the natural world, including the seasons and changing states of matter	Can I describe the simple physical properties of a variety of everyday materials	Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
Plants	Can I explore the natural world, making observations and drawing pictures of animals and plants	Can I identify and describe the basic structure of a variety of common flowering plants, including trees.	Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Habitats	Can I show knowledge of some similarities and differences between the natural world and contrasting environments, drawing on experiences and what has been read in class	X	Can I identify that most living things live in habitats to which they are suited. Can I describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
Working scientifically	X	Can I ask simple questions and recognise that they can be answered in different ways.	Can I use my observations and ideas to suggest answers to questions
Seasonal changes	Can I understand some important processes and changes in the natural world, including the seasons	Can I observe and describe weather associated with the seasons and how day length varies.	X

KEY END-POINT ASSESSMENT

	EYFS	Y1	Y2
Animals including humans	Can I explore the natural world, making observations and drawing pictures of animals and plants?	Can I describe and compare the structure of a variety of common animals including humans?	Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?
Everyday materials	Can I understand some important processes and changes in the natural world, including the seasons and changing states of matter?	Can I describe the simple physical properties of a variety of everyday materials?	Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?



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Plants	Can I explore the natural world, making observations and drawing pictures of animals and plants?	Can I identify and describe the basic structure of a variety of common flowering plants, including trees?	Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?
Habitats	Can I show knowledge of some similarities and differences between the natural world and contrasting environments, drawing on experiences and what has been read in class?	X	Can I describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other?
Working scientifically	X	Can I ask simple questions and recognise that they can be answered in different ways?	Can I use my observations and ideas to suggest answers to questions?
Seasonal Changes	Can I understand some important processes and changes in the natural world, including the seasons	Can I observe and describe weather associated with the seasons and how day length varies?	X