

# Science Curriculum at Emscote Infant School



	<u>Autumn</u>	<u>Spring</u> Science week, Living Eggs	<u>Summer</u>	Throughout the Year
<b><u>EYFS</u></b> (Reception)	<p><b>Children in Reception: Understanding the World</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>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Early Learning Goal: Understanding the World - The Natural World:</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>			
<b><u>Year 1</u></b>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.</li> <li>• Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers; including trees.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe the weather within the seasons and how the length of days changes.</li> </ul>	<p><b>Animals Including humans</b></p> <ul style="list-style-type: none"> <li>• Identify and classify (sort) living and non- living things.</li> <li>• Identify and name lots of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name lots of common</li> <li>• animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare lots of common animals (fish, amphibians, reptiles, birds and mammals, including pets) by how they look and how they move.</li> </ul>	<p><b>Working Scientifically</b></p> <p>Ask simple questions and understand that they can be answered in different ways.</p> <p>Observe closely, using simple equipment (like magnifying glasses). Perform simple tests (to find things out).</p> <p>Use my observations and ideas to suggest answers to questions.</p> <p>Gather and record data (information) to</p>

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<p><b><u>Year 2</u></b></p>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring (babies) which grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene (being clean).</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Identify 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,</li> </ul>	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and the right temperature to grow and stay healthy.</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Identify and name different plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• Identify and name different plants and animals in their habitats, including micro-habitats.</li> </ul>	<p><b>Working Scientifically</b></p> <p>Ask simple questions and understand that they can be answered in different ways.</p> <p>Observe closely, using simple equipment (like magnifying glasses). Perform simple tests (to find things out).</p> <p>Use my observations and ideas to suggest answers to questions.</p> <p>Gather and record data (information) to help in answering questions.</p>

	and how they depend on each other.		<ul style="list-style-type: none"><li>• Describe how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li></ul>	
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Throughout the Year, the children will have the opportunity to carry out a range of experiments and investigations linked to the KS1 curriculum.

The Science curriculum may also include having visits from external organisations with a Science focus.