



## The Science Curriculum at Crowthorne – EYFS to KS1

### Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

EYFS	NC Objective	Year 1	Year 2
Objectives that lay the foundations for Science in the National Curriculum		Snap Science Modules	Snap Science Modules
<ul style="list-style-type: none"> <li>• Be able to describe a range of familiar plants, including flowering and non-flowering species, naming and describing some simple features of these.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	Identifying plants and their parts	
<ul style="list-style-type: none"> <li>• Children can name and describe a range of living and non-living things.</li> <li>• Be able to name and compare a range of different animals from different habitats eg. farm, rainforest, pond</li> <li>• Be able to sort and categorise animals in different ways.</li> <li>• Be able to observe and describe an earthworm's appearance and behaviour</li> </ul>	<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	Human body and senses  Animals – vertebrates	
<ul style="list-style-type: none"> <li>• Understand the term "material".</li> </ul>	<b>Everyday materials</b>	Naming and describing materials	

<ul style="list-style-type: none"> <li>• Be able to identify common materials such as wood, plastic, fabric, metal, glass.</li> <li>• Know that homes can be made from different materials.</li> <li>• Know that magnets attract some metals.</li> <li>• Be able to name some materials that melt.</li> <li>• Be able to make observations and describe what happens during the melting process.</li> <li>• Be able to give reasons why a particular hat is suitable for a particular type of weather, based on the observable simple properties of the material from which it is made.</li> <li>• Make predictions about whether a range of objects will float or sink.</li> <li>• Be able to talk about objects that float or sink referring to the size, shape or weight of these objects.</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish 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>Properties and uses of materials</p>	
<ul style="list-style-type: none"> <li>• Be able to use appropriate language to talk about what happens at night, including dark, light, the Sun, the Moon and stars</li> <li>• Be able to describe how the natural world changes as the seasons change</li> <li>• Be able to observe and describe different weather conditions</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 weather associated with the seasons and how day length varies.</li> </ul>	<p>Seasonal Changes</p>	
<ul style="list-style-type: none"> <li>• Children can name and describe a range of living and non-living things.</li> <li>• Be able to name and compare a range of different animals from different habitats eg. farm, rainforest, pond</li> <li>• Be able to sort and categorise animals in different ways.</li> <li>• Be able to observe and describe an earthworm's appearance and behaviour</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, and how they depend on each other</li> </ul> <p><b>Living things and their habitats, continued</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the</li> </ul>		<p>Local habitats</p>

	idea of a simple food chain, and identify and name different sources of food.		
<ul style="list-style-type: none"> <li>To understand what plants need in order to grow and flourish.</li> <li>Learn basic gardening skills such as clearing dead plants, planting bulbs, collecting seeds, weeding and watering.</li> <li>To identify and compare the parts of a plant we can eat.</li> <li>Know that there are some plants that are not safe to eat</li> <li>Know that growing your own food to eat is good for your diet and well-being</li> </ul>	<b>Plants</b> <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 a suitable temperature to grow and stay healthy.</li> </ul>		<p>Growing seeds and bulbs</p> <p>Growing healthy plants</p>
<ul style="list-style-type: none"> <li>Be able to name the main parts of their bodies.</li> <li>Know that they must look after their bodies by keeping clean, exercising, eating healthy foods and resting.</li> <li>Understand how to keep warm outside on a cold day</li> <li>Know what germs are and how to avoid spreading them</li> <li>Understand why movement &amp; exercise is important.</li> <li>Understand why sleep is so important for good health</li> <li>Be able to sort foods into “healthy” and “not healthy”.</li> <li>Know that sweet, sugary foods can cause tooth decay.</li> <li>Understand the importance of regular tooth brushing</li> <li>Understand that pets need a lot of care and attention to grow healthy.</li> <li>Understand the term camouflage.</li> <li>Be able to talk about how some familiar animals use their patterns to help them to hide.</li> <li>Be able to name a range of different animals, matching the young to the adult.</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring 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.</li> </ul>		<p>Growing up – animals and humans</p>
<ul style="list-style-type: none"> <li>Know that a force (push, pull or twist) is needed to make an object move.</li> </ul>	<b>Uses of everyday materials</b>		<p>Choosing materials</p>

<ul style="list-style-type: none"><li>• Be able to sort toys according to whether a push, pull or twist force is needed to move it.</li></ul>	<ul style="list-style-type: none"><li>• identify and compare the suitability of a variety of everyday 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>		Changing materials
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