

EYFS curriculum links	Area of study	Step 1	Step 2	Step 3	Basic Activities covered
<p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Eats a healthy range of foodstuffs and understands need for variety in food. <p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control. <p><u>Early Learning Goal</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><u>Early Learning Goal</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><u>Electricity:</u></p> <p>1 Pupils should be taught:</p> <p>1a About everyday appliances that use electricity.</p> <p>1b About simple series circuits that include batteries, wires, bulbs and other components (for example buzzers and motors).</p> <p>1c How a switch can be used to break a circuit.</p> <p><u>Forces and Motion:</u></p> <p>2 Pupils should be taught:</p> <p>2a To find out about, and describe the movement of, familiar things (for example, cars going faster, slowing down and changing direction).</p> <p>2b That both pushes and pulls are examples of forces.</p> <p>2c To recognise that when things slow down, speed up or change direction, there is a cause (for example, a push or a pull).</p> <p><u>Light and Sound:</u></p> <p>3 Pupils should be taught:</p> <p><u>Light and Dark</u></p> <p>3a To identify different light sources including the sun.</p> <p>3b That darkness is the absence of light.</p> <p><u>Making and detecting sounds</u></p> <p>3c That there are many kinds of sound and sources of sound.</p> <p>3d That sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear.</p>	<p>I can name two things that use electricity.</p> <p>I can name two things I need to light a bulb.</p> <p>I can say how to turn electrical things on and off.</p> <p>I can name objects that I can and cannot move.</p> <p>I can change the shape of an object or make things move using push, pull, twist or stretch.</p> <p>I know that light and sound come from lots of sources and I can name them, with special attention to the sun.</p> <p>I know that a shiny object needs a light source if it is to shine.</p> <p>I know that sound is heard through my ears.</p>	<p>I can show the dangers of electricity in my work.</p> <p>I can make a simple electric circuit.</p> <p>I can use a switch to break a circuit.</p> <p>I can change the direction of objects.</p> <p>I know that pushes and pulls are forces and I can group them.</p> <p>I can describe what will happen when I use a big or small push or pull.</p> <p>I can compare the brightness and colour of lights.</p> <p>I can compare the loudness and pitch of sounds.</p> <p>I identify changes that happen when the sun goes behind a cloud.</p> <p>I know that ears give information about where sound comes from.</p>	<p>I can name some materials that electricity will travel or not travel through.</p> <p>I can say what happens to electricity when I add more batteries.</p> <p>I use my knowledge of physical processes to link cause and effect (e.g. a bulb doesn't light because of a break in an electrical circuit).</p> <p>I can explain what a force is and give examples.</p> <p>I can describe and give examples of a type of force that is not made by a person.</p> <p>I can explain how an object can be stopped more quickly.</p> <p>I make statements about physical processes such as; The fainter the sound, the further I am from the source.</p>	