

EYFS curriculum links	Area of study	Notes and guidance (non-statutory)	Level 1	Level 2	Level 3	Basic Activities covered
<p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> </ul> <p>Uses simple tools to effect changes to materials.</p> <ul style="list-style-type: none"> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p> <p><b>Early Learning Goal</b>  <b>Children know about similarities and differences in relation to places, objects, materials and</b></p>		<p>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p> <p>Pupils might work scientifically by performing simple test to explore questions for example; what is the best material for an umbrella?</p> <p>There are lots of different materials. The 'material' is the substance from which something is made.</p> <p>Materials can be natural or made. They have different properties - this means they look and feel different and behave in different ways.</p> <p>Materials are chosen for different purposes because of their properties e.g. a window is made of glass because glass is transparent.</p> <p>Materials can be natural or made.</p> <p>Things that are made by people may be manufactured from natural or made materials.</p> <p>When we describe what the material feels like, looks like and what it can do we are describing the properties of the material.</p> <p>Different materials are used to make different things because of their particular properties e.g. strength, hardness.</p> <p>Some will decompose e.g. vegetable peelings can be used to make compost for the garden. Some will re-cycle and can be put into special containers for re-</p>	<p>I can describe materials by saying what they look like and what they feel like.</p> <p>I can give reasons why a material may or may not be suitable for a given purpose.</p> <p>I can recognise some types of material.</p>	<p>I can identify a range of common materials and I know some of their properties.</p> <p>I can compare materials and sort them into groups.</p> <p>I can describe to others the reasons for my groupings.</p> <p>I can recognise most types of common materials and know some that are found naturally.</p> <p>I can describe the changes to some materials by heating, cooling, bending and stretching.</p>	<p>I can describe and sort materials into groups in a variety of ways using their properties.</p> <p>I can describe why some materials are particularly suitable for specific purposes.</p> <p>I can recognise most common materials and describe them using their properties.</p> <p>I recognise that some changes can be reversed and some cannot.</p> <p>I classify changes by using reversible and non-reversible.</p>	

<p>living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		<p>cycling e.g. aluminium cans, glass etc. These materials are collected and used a to make new cans, bottles etc. Some rubbish can be used again e.g. plastic carrier bags to line bins, coffee or cocoa tins for storage.</p> <p>Some rubbish can only be thrown away e.g. plastic wrappings.</p> <p>Our rubbish is made up of many different materials</p> <p>Magnets attract metals that contain iron. Sometimes magnets seem to stick to paint or plastic - don't be fooled, there is iron underneath!</p> <p>Some magnets have a plastic covering.</p> <p>Magnets can attract through thin materials.</p> <p><i>Only iron can be made into a magnet but magnets will attract three metals: iron, nickel and cobalt.</i></p> <p>Magnets attract some metals.</p> <p>Strong magnets can:</p> <p>pick up heavy magnetic objects; pick up lots of paper clips; make a paper clip jump up; attract through thin materials.</p> <p>Rocks are made of different materials.</p> <p>Some rocks are harder than others. Hard rocks can scratch softer rocks. Your fingernail will only scratch very soft rocks.</p> <p>A copper coin will scratch harder rocks and a steel nail, even harder ones. Some rocks are too hard for the steel nail to scratch. Softer rocks will grate into fine particles or grains.</p> <p>Some materials float, others sink.</p> <p>Some materials or objects float because they have air trapped inside them.</p> <p>Think about buoyancy aids in the swimming pool, submarines and lifeboats.</p> <p>Materials will float if they are less dense than water</p>			
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