

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>Early Learning Goal 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. Early Learning Goal Children know about similarities</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>Observing closely, using simple equipment I can observe closely, using simple equipment</p> <p>I can, with help, observe changes over time</p> <p>I can use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data</p> <p>Performing simple tests</p> <p>I can carry out simple tests</p> <p>Asking simple questions and recognising that they can be answered in different ways</p>	<p>I can explore the world around me and raise my own simple questions</p> <p>I can begin to recognise different ways in which I might answer scientific questions</p> <p>I talk about what I see, hear touch, smell or taste.</p> <p>I ask questions about what I see. I try to answer questions.</p> <p>I know why I am trying to find out things.</p> <p>I give some reasons why things may happen</p> <p>I can use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</p> <p>Make simple comparisons and identify simple patterns or associations.</p> <p>Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding.</p> <p>Review their work and explain what they did to others'.</p> <p>I can draw pictures of what I see, hear, touch, smell or taste.</p> <p>I can put information on a chart.</p> <p>I make some measurements of</p>	<p>I use all of my senses to observe so that I can try to answer questions I act on suggestions about how to find things out.</p> <p>I find information from books or other printed (or screen) sources</p> <p>Make comparisons and identify simple patterns or associations in their own observations and measurements or other data.</p> <p>Use observations, measurements or other data to draw conclusions.</p> <p>Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made.</p> <p>I describe my observations using scientific vocabulary.</p> <p>I make measurements using simple equipment. (length, time, capacity, weight).</p> <p>I record my observations on screen and paper using text, tables, drawings and labelled diagrams.</p> <p>Follow simple instructions to control risks to themselves and others'.</p>	<p>I recognise why it is important to collect data to answer questions. I act on suggestions and put forward my own ideas about how to find the answer to a question. With help I can carry out a fair test and explain why it was fair. I predict what might happen before I carry out any tests. I measure length, mass, time and temperatures using suitable equipment.</p> <p>I give reasons for my observations.</p> <p>I look for patterns in my data and try to explain them.</p> <p>I suggest how I can make improvements to my work. Review own work and that of others' and describe its significance and limitations. Use scientific knowledge and understanding to explain observations, measurements or other data conclusions</p> <p>I use scientific vocabulary to describe my observations.</p> <p>I record my observations, comparisons and measurements using tables, charts, text and labelled diagrams.</p> <p>Use simple equipment and materials appropriately and take action to control risks.</p> <p>Make systematic observations</p>	

<p>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>I can, with help, record and communicate findings in a range of ways and begin to use simple scientific language</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions I can, with guidance, begin to notice patterns and relationships</p> <p>Gathering and recording data to help in answering questions I can record simple data</p> <p>I can experience different types of science enquiries, including practical activities</p> <p>I can talk about what I have found out and how I found it out</p>	<p>what I observe. (e.g loud, quiet, long short etc.)</p> <p>Follow simple instructions to control risks to themselves and others'. Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements.</p> <p>I can ask people questions and use simple secondary sources to find answers</p> <p>Make simple comparisons and identify simple patterns or associations.</p> <p>Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding. Review their work and explain what they did to others'.</p>	<p>Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements.</p> <p>Communicate what happened in a variety of ways, including using ICT.</p> <p>Make simple comparisons and identify simple patterns or associations.</p> <p>Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding.</p> <p>Review their work and explain what they did to others'.</p>	<p>and measurements, including the use of ICT for data logging.</p> <p>Check observations and measurements by repeating them where appropriate.</p> <p>Use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.</p> <p>Make comparisons and identify simple patterns or associations in their own observations and measurements or other data.</p> <p>Use observations, measurements or other data to draw conclusions.</p> <p>Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made.</p> <p>Use scientific knowledge and understanding to explain observations, measurements or other data conclusions.</p> <p>Review own work and that of others' and describe its significance and limitations.</p>	
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Notes and guidance (non-statutory)

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.

