

| EYFS curriculum links | Area of study | | 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"> 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 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <p><u>Animals including Humans:</u> Pupils should be taught:</p> <p>Identify and name a variety of common animals including fish, amphibians reptiles birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of a human body and say which parts of the body is associated with each sense.</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. Pupils might work scientifically by performing simple test to explore questions for example; what is the best material for an umbrella?</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> | |