

**LONG-TERM SEQUENCE FOR SCIENCE**

**Early Years Foundation Stage – Key Stage 1**

Specific Area of Learning <b>Personal, Social, Emotional Development</b> <b>Understanding the World</b>	ELG	Key Vocabulary to be developed in EYFS	How this is achieved in EYFS	Science KS1 National Curriculum	
				Year 1	Year 2
	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Exploring the Natural World around them, making observations and drawing pictures of <b>animals</b> and plants.</li> </ul>	<ul style="list-style-type: none"> <li>Animal</li> <li>Living</li> <li>Senses</li> <li>Plant</li> <li>Tree</li> <li>Fruit</li> <li>Flower</li> <li>Roots</li> <li>Leaf</li> <li>Grow</li> <li>Hard</li> <li>Soft</li> <li>Rough</li> <li>Smooth</li> <li>Waterproof</li> <li>Sweet</li> <li>Sour</li> <li>Spicy</li> </ul>	<ul style="list-style-type: none"> <li>Discussion at snack time of the importance of healthy food choices.</li> <li>During lunchtime discussions.</li> <li>Through stories and circle time discussions. e.g. Stories such as, Now wash your hands and Funnybones.</li> <li>PE lessons, discussions around healthy life style including exercise.</li> <li>Naming body parts through songs – Head shoulders knees and toes.</li> <li><b>Jigsaw link</b> – Correct naming of body parts.</li> <li>Talking about our pets at home.</li> <li>Exploring minibeasts and recording our observations.</li> </ul>	<b>Animals, including humans</b>	
<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Exploring the Natural World around them, making observations and drawing pictures of <b>animals and plants</b>.</li> </ul>	<p><b>Linked to C&amp;L pupils will:</b></p> <ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Going on walks to observe the local environment and to compare and learn about the seasons.</li> <li>Taking photos to compare the seasons and discuss.</li> <li>Planting seeds and plants.</li> <li>Looking after the EYFS garden.</li> <li>Creating bug hotels.</li> </ul>	<b>Plants</b>		
<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Growing plants from bulbs and seeds.</li> <li>Water tray activities to explore water, ice, and materials that float and sink.</li> <li>Investigation – Shadows; Magnetism; Space</li> <li>Testing the best material to keep the teddy dry (Fourways Farm 'Material difference')</li> </ul>	<p><b>Seasonal changes</b></p>	<p><b>Living things and their habitats.</b></p>	
				<p><b>Everyday materials</b></p>	<p><b>Use of everyday materials</b></p>