

Science in the EYFS (Understanding the World)

The Characteristics of Effective Teaching and Learning:

Playing and exploring: children investigate and experience things, and 'have a go'

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Reach for and accept objects. Make choices and explore different resources and materials.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? - I need to find the big horse next."
- Make independent choices. Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Use a range of strategies to reach a goal they have set themselves.
- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.
- Keep on trying when things are difficult.

Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets
- Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Key Learning (Development Matters):

Birth to Three

- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

Three and Four-Year-Olds

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Reception

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Statutory Framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Working Scientifically:
Year 1 Key Skills to be addressed throughout the year across all topic areas**

Key Learning:

Sort/group/compare/classify/identify

- Begin to compare and contrast (recognising how things are different and what makes them the same) including how some things change over different periods of time.
- Sort and classify according to chosen features/criteria and begin to talk about/explain how they know.
- With help, decide how to sort and group objects, materials or living things.
- Begin to name and identify a variety of common features and/or uses for objects, materials or living things.
- Name common examples and some common features.

Research

- As a group, find out about the work of famous scientists - historical and modern day.
- Begin to use simple secondary sources (such as books, photographs and videos) to find things out/find answers.
- Ask questions to find things out/find answers.

Recording of 'explore/observe'

- Investigate different ways to record and communicate their findings using simple scientific language.
- With help, begin to use their own ideas and observations to offer answers to questions.
- Talk about, observe and begin to describe simple processes/cycles with several steps e.g. growth cycle.
- Talk about changes over time. (seasonal change/growth)
- Represent things in the real world in a variety of ways.

Questioning

- With help/as a group, raise questions about their observations.

Planning

- With support, help to set up a simple test.
- In a group, begin to offer suggestions as to how they might find answers to scientific questions.
- Listen to the suggestions of others.
- Experience different types of scientific enquiry to answer questions.

Equipment and measuring

- Observe by measuring non-standard units.
- With help, use their senses, simple measurements and equipment to gather data.
- In a group, gather data to help in answering questions.

Communicating Recording

- Record and communicate their findings in a range of ways e.g. talk/discuss; write/describe; draw pictures; take photographs; video; make/construct tables and pictograms as a group and displays.
- Communicate their ideas to a range of audiences in a variety of ways.
- Use simple scientific language in their recording.
- Record simple data using prepared tables/charts.
- Record data to help in answering questions.

Describe results

- With guidance, begin to notice simple patterns.
- Begin to order their findings.
- Recognise if their prediction was accurate.
- Talk about what they have seen/what has happened.

Explain results

- Begin to suggest how and/or why things happen.
- With help, use their results and own experiences to answer questions.
- Begin to use simple scientific language to share their findings.
- With support, read and spell some scientific vocabulary.

Collaborating

- Listen to the suggestions of others when working in a group.

Vocabulary:

question
answer
observe
observing
equipment
identify
classify
sort
diagram
chart
map
data
compare
contrast
describe
biology
chemistry
physics
group
record

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.

**Working Scientifically:
Year 2 Key Skills to be addressed throughout the year across all topic areas**

Key Learning:

Sort/group/compare/classify/identify

- Compare and contrast a variety of things (focusing on the similarities as well as the differences) including how different things change over different periods of time (objects, materials or living things)
- Sort and classify things according to a variety of different features (e.g. I know it is a living thing because it...and it...).
- Decide how to sort and group objects, materials or living things.
- Name and identify a variety of common features and/or uses for objects, materials or living things.
- Name and identify common examples and some common features.

Research

- Find out about the work of famous scientists - historical and modern day.
- Use simple and appropriate secondary sources (such as books, photographs and videos) to find things out/find answers.
- Ask people questions.

Recording of 'explore/observe'

- Record and communicate their findings using simple scientific language.
- Use their own ideas and their observations to offer answers to questions.
- Observe and describe simple processes/cycles with several steps e.g. growth cycle, simple food chain, saying how living things depend on one another.
- Recognise and describe a series of changes over time (e.g. growth)
- Observe, record and make drawings to represent things in the real world with some accuracy.

Questioning

- Raise their own questions based on or linked to things they have observed.

Planning

- Set up a comparative test.
- In a group, choose/suggest ways in which they might answer scientific questions.
- Suggest a practical way to find answers to their questions and listen to the suggestions of others.
- Use different types of scientific enquiry to answer their own questions.

Equipment and measuring

- Observe more accurately by measuring non-standard and standard units.
- Use their senses, simple measurements and equipment to gather data with increasing independence.
- Gather data to help in answering questions.

Communicating Recording

- Record and communicate their findings in a range of ways with increasing independence e.g. talk/discuss; write/describe; draw pictures; take photographs; video; make/construct a variety of table, charts including simple bar charts produced as a group and displays.
- Make some choices on how to communicate their ideas to a range of audiences in a variety of ways.
- Use simple scientific language in their recording.
- Record simple data with some accuracy.
- Record data to help in answering questions.

Describe results

- With guidance, begin to notice patterns and relationships.
- Order their findings
- Recognise if results matched predictions.
- Talk/discuss/describe with some accuracy what they have seen/what has happened.

Explain results

- Begin to explain how they know using the word 'because' and suggest how and/or why things happen.
- Draw on and use their results and own experiences to answer their questions.
- Begin to use simple scientific language to describe or explain what they have found out.
- Read and spell scientific vocabulary.

Collaborating

- Listen to the suggestions of others.

Vocabulary:

question
answer
observe
observing
equipment
identify
classify
sort
diagram
chart
map
data
compare
contrast
describe
biology
chemistry
physics
group
record

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.

Light and Astronomy: Seasonal Changes

Sessions to be taught regularly throughout the year to address key skills: a minimum of one session each half term

EYFS:

(3 and 4-year-olds)

- Talk about what they see, using a wide vocabulary.
- Explore and talk about different forces they can feel.
- (Rec)
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Describe events in some detail.

(ELG)

- Understand some important processes and changes in the natural world around them, including the seasons.
- Offer explanations for why things might happen, making use of recently introduced vocabulary when appropriate.

Key Learning:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Working Scientifically:

- With help, decide how to sort and group objects, materials or living things.
- Decide how to sort and group objects, materials or living things.
- In a group, begin to offer suggestions as to how they might find answers to scientific questions.
- In a group, choose/suggest ways in which they might answer scientific questions
- In a group, gather data to help in answering questions.
- Gather data to help in answering questions.
- Record simple data using prepared tables/charts.
- Record simple data with some accuracy.
- With guidance, begin to notice patterns.
- With guidance, begin to notice patterns and relationships.
- Represent things in the real world in a variety of ways.
- Observe and record, make drawings to represent things in the real world with some accuracy.

Vocabulary:

Season: Summer, Winter, Autumn, Spring, day, daytime

Weather: wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold

Possibilities for Working Scientifically:

- Making tables and charts about the weather
- Making displays of what happens in the world around them, including day length, as the seasons change.

This unit provides an ideal opportunity for using data logging equipment to record temperature.

5 Types of Scientific Enquiry:

- Identifying and Classifying
How would you group these things based on which season you are most likely to see them in?
- Pattern Seeking
Do trees with bigger leaves lose their leaves first in Autumn?
Does the wind always blow the same way?
- Observing over time
How does the oak tree change over the year?
- Comparative tests
Which tree has the biggest leaves?
In which season does it rain the most?
- Research
Are there plants that are in flower in every season? What are they?

Focus Assessed Lessons:

- Seasons throughout the year - seasonal change
- Noticing seasonal change (tree)

Notes and Guidance (non-statutory):

Seasonal Changes

Pupils should observe and talk about changes in the weather and the seasons.

Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.

Autumn Term 1 (Orion and the Dark)
Material properties: everyday materials

EYFS:

(3 & 4-year-olds)

- Use all their senses in hands-on exploration of natural materials.
 - Explore collections of materials with similar and/or different properties.
 - Explore and talk about different forces they can feel (magnetic forces)
 - Talk about the differences between materials and changes they notice.
- (Rec)
- Explore the natural world around them.
 - Ask questions to find out more and to check they understand what has been said.

ELG

- Explore some important processes and changes, including changing states of matter.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction when appropriate.

Key Learning:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Possibilities for Working Scientifically:

- Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

5 Types of Scientific Enquiry:

- Identifying and Classifying
We need to choose a material to make an umbrella. Which materials are waterproof? Which materials will float and which will sink?
- Pattern Seeking
Is there a pattern in the types of materials that are used to make objects in a school?
- Observing over time
What happens to materials over time if we bury them in the ground?
What happens to shaving foam over time? How does the colour of a UV bead change over the day?
- Comparative tests
Which materials are the most flexible?
Which materials are the most absorbent?
- Research
How are bricks made? Which materials can be recycled?

Focus Assessed Lessons:

- Floating and sinking
- Ways to test reflectiveness
- Ways to test transparency

Working Scientifically:

- Begin to sort and classify according to chosen features/criteria and begin to talk about/explain how they know.
- Sort and classify things according to a variety of different features.
- With help, decide how to sort and group objects and materials.
- Decide how to sort and group objects and materials.
- Begin to use simple secondary sources (such as books, photographs and videos) to find things out/find answers.
- Use simple and appropriate secondary sources to find things out/find answers.
- With help/as a group, raise questions about their observations.
- Raise their own questions based on or linked to things they have observed.
- Listen to the suggestions of others.
- Suggest a practical way to find answers to their questions and listen to the suggestions of others.
- With help, use their results and own experiences to answer questions.
- Draw on their results and their own experiences to answer their questions.

Vocabulary:

Material - wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil.
Properties - hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent.

Notes and Guidance (non-statutory):

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.

Autumn Term 2 (The Jolly Postman)

Animals: humans

EYFS:

(3 & 4-year-olds)

- Talk about what they see, using a wide vocabulary.
- Understand the key features of a life cycle of an animal.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
(Rec)
- Describe what they see.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
ELG
- Make observations and draw pictures of animals (including humans)

Key Learning:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.
- Compare and describe differences in their own features (eye, hair, skin colour e.t.c.).
- Recognise that humans have many similarities.

Vocabulary:

Senses: tongue - taste, eyes - vision, ears - hearing, nose - smell, skin - touch
Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth

Possibilities for Working Scientifically:

- Compare and contrast animals (humans) at first hand or through videos and photographs.
- Using their senses to compare different textures, sounds and smells.

5 Types of Scientific Enquiry:

- Identifying and Classifying
What are the names for all the parts of our bodies?
Pattern Seeking
Do you get better at smelling as you get older?
- Observing over time
How does my height change over the year?
Comparative tests
Is our sense of smell better when we can't see?

Focus Assessed Lessons:

- Body parts
- Modelling the body

Notes and Guidance (non-statutory):

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Working Scientifically:

- Talk about changes over time (growth)
- Recognise and describe a series of changes over time (e.g. growth)
- Experience different types of scientific enquiry to answer questions.
- Use different types of scientific enquiry to answer their own questions.
- With help, use their senses, simple measurements and equipment to gather data.
- Use their senses, simple measurements and equipment to gather data with increasing independence.
- Record and communicate their findings in a range of ways e.g. talk/discuss; write/describe; draw pictures; take photographs; video; make/construct tables and pictograms as a group and displays.
- Record and communicate their findings in a range of ways with increasing independence e.g. take photographs, make/construct a variety of tables and charts, including bar charts produced as a group)
- Begin to order their findings.
- Order their findings.
- Talk about what they have seen/what has happened.
- Talk/discuss/describe/record with some accuracy what they have seen/what has happened.
- Listen to the suggestions of others when working in a group.
- Listen to the suggestions of others.

Spring Term (The Secret Sky Garden/The Story Tree)
Animals: other animals

EYFS:

(3 and 4-year-olds)

- Talk about what they see, using a wide vocabulary.
- Understand the key features of the life cycle of an animal.
- Begin to understand the need to respect and care for all living things.

(Rec)

- Explore the natural world around them.
- Recognise some environments that are different to the natural world around them.
- Engage in non-fiction books.

ELG

- Explore the natural world around them, making observations and drawing pictures of animals.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read.

Key Learning:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Find out and describe how animals look different to one another.
- Group together animals according to their different features.
- Recognise similarities between animals: Structure: head, body, way of moving, sense, body covering, tail.
- Animals have senses to explore the world around them and to help them to survive.
- Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.
- Animals are alive; they move, feed, grow, use their senses and reproduce.

Vocabulary:

Common animals - fish, amphibians, reptiles, birds, mammals, pets

omnivores - meat and plants badger human bear chickens

carnivores - meat cat dog lion tiger fox shark killer whale eagle hawk snake

tyrannosaurus rex

Possibilities for Working Scientifically:

- Compare and contrast animals at first hand or through videos and photographs.
- Describing how they identify and group them.
- Grouping animals according to what they eat.
- Using their senses.

5 Types of Scientific Enquiry:

- Identifying and Classifying
How can we organise all the zoo animals?
- Pattern Seeking
How could we identify different animals?
- Research
How are the animals in Australia different to the ones that we find in Britain?
Do all animals have the same senses as humans?

Focus Assessed Lessons:

- Animal group discussion
- Animal classification

Working Scientifically:

- Sort and classify according to chosen features/criteria and begin to talk about/explain how they know.
- Sort and classify things according to a variety of different features (e.g. I know it is living because it...and it...)
- With help, decide how to sort and group objects, materials or living things.
- Decide how to sort and group living things
- Name common examples and some common features.
- Name/identify common examples and some common features.
- Begin to use simple secondary sources (such as books, photographs and videos) to find things out/find answers.
- Use simple and appropriate secondary sources (such as books, photographs and videos) to find things out/find answers.
- Ask questions to find things out/find answers.
- Ask people questions.
- Record and communicate their findings in a range of ways e.g. talk/discuss; write/describe; draw pictures; take photographs; video; make/construct tables and pictograms as a group and displays.
- Record and communicate their findings in a range of ways with increasing independence e.g. talk/discuss; write/draw; draw pictures; take photographs; video; make/construct a variety of tables, charts including simple bar charts produced as a group and displays.

Notes and Guidance (non-statutory):

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Summer Term 1 (Zeraffa Giraffa)
Plants: common names and basic structure

EYFS:

(3 and 4-year-olds)

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant.
- Talk about the differences between changes they notice.

(Rec)

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

ELG

- Explore the natural world around them, making observations and drawing pictures of plants.

Key Learning:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Possibilities for Working Scientifically:

- Observing closely, perhaps using magnifying glasses.
- Comparing and contrasting familiar plants.
- Describing how they were able to identify and group them.
- Drawing diagrams showing the parts of different plants including trees.
- Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening.
- Compare and contrast what they have found out about different plants.

5 Types of Scientific Enquiry:

- Identifying and Classifying
How can we sort the leaves that we collected on our walk?
- Pattern Seeking
Is there a pattern in where we find moss growing in the school grounds?
- Observing over time
How does a daffodil bulb change over the year?
How does my sunflower change each week?
- Comparative tests
Which type of compost grows the tallest sunflower?
- Research
What are the most common British plants and where can we find them?

Focus Assessed Lessons:

- Class book on plants
- Drawing leaves
- Modelling plant structure
- Leaf looking
- Plant structure

Working Scientifically:

- Begin to compare and contrast (recognising how things are different and what makes them the same) including how some things change over different periods of time.
- Compare and contrast a variety of living things - focussing on the similarities as well as the differences, including how different things change over different periods of time.
- Name common examples and some common features.
- Name/identify common examples and some common features.
- Investigate different ways to record and communicate their findings using simple scientific language.
- Record and communicate their findings using simple scientific language.
- With support, help to set up a simple test.
- Set up a comparative test
- Observe by measuring non-standard units.
- Observe more accurately by measuring non-standard and standard units.
- Recognise if their prediction was accurate.
- Recognise if results matched predictions.

Vocabulary:

Common - wild plants, garden plants.

Plant - leaf, root, leaves, bud, flowers, blossom, petals, stem.

Tree - deciduous, evergreen, trunk, branches, leaf, root.

Fruit, vegetables, bulb, seed.

Notes and Guidance (non-statutory):

Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

Summer Term 2 (Grendel A cautionary tale about chocolate)
 Scientists and Inventors (Revisit and Review)

EYFS:

(3 & 4-year-olds)

- Use talk to organise themselves. (Rec)
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Use talk to organise thinking and activities, and to explain how things might work and why they happen.
- Describe events in some detail.
- Articulate their ideas in well-formed sentences.

ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.
- Offer explanations for why things might happen, making use of recently introduced vocabulary when appropriate.

Key Learning:

- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Medicines can be useful when we are ill.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- There are different kinds of habitat which need to be cared for.

Vocabulary:

Botanist, Jane Colden, plant, leaf, flower, stem, observe, illustrate, sketch.
 Doctor, science, Elizabeth Garrett Anderson, surgery, healthy, exercise, diet, hygiene, clean.
 Louis Pasteur, germs, handwashing, spread, disease, illness
 Charles Macintosh, waterproof, raincoat, materials, fabric
 Rachel Carson, ocean, habitat, food chains, chemicals, pesticide, pollution
 Energy, power, renewable, non-renewable, turbine, wind.

5 Types of Scientific Enquiry:

- Where appropriate choose from any remaining enquiry questions linked to the scientists and inventors studied within the unit

Revisit and Review:

- Plants
- Health/medicine
- hygiene
- uses of everyday materials
- habitats
- using secondary sources

Focus Assessed Lessons:

- where appropriate choose from any remaining focus assessed lessons linked to the scientists and inventors within the unit.

Working Scientifically:

- As a group, find out about the work of famous scientists - historical and modern day.
- Find out about the work of famous scientists - historical and modern day.
- Begin to use simple secondary sources (such as books, photographs and videos) to find things out/find answers.
- Use simple and appropriate secondary sources (such as books, photographs and videos) to find things out/find answers.
- Ask questions to find things out/find answers.
- Ask people questions.
- Communicate their ideas to a range of audiences in a variety of ways.
- Make some choices on how to communicate their ideas in a variety of ways.
- Investigate different ways to record and communicate their findings using simple scientific language.
- Record and communicate their findings using simple scientific language.
- With support, read and spell some scientific vocabulary.
- Read and spell scientific vocabulary.