



Kew Woods Early Years Foundation Stage



Progression Chart - SCIENCE

<p>Personal, Social & Emotional Development</p>	<p>Communication & Language 30-50 months</p> <ul style="list-style-type: none"> Beginning to understand 'why' and 'how' questions. 	<p>Physical Development 30-50 months</p> <ul style="list-style-type: none"> Observes the effects of activity on their bodies. <p>40-60 months</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
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<p>Reading</p>	<p>Writing</p>
<p>Number</p>	<p>Shape, Space and Measure</p>
<p>Understanding the World 22-36 months</p> <ul style="list-style-type: none"> Learns that they have similarities and differences that connect them to, and distinguish them from, others. Notices detailed features of objects in their environment. <p>30-50 months</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment <p>40-60 months</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change 	<p>Expressive Art and Design</p>

Science The World

30-50 months	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>
40-60 months	<p>Looks closely at similarities, differences, patterns and change.</p>
ELG	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>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>
Exceeding	<p>Children know that the environment and living things are influenced by human activity.</p> <p>They can describe some actions which people in their own communities do that help to maintain the area they live in.</p> <p>They know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>
Year One (KS1)	<p><u>Working scientifically</u></p> <p>During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Animals, including humans</u></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 common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Everyday materials</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p>

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.

Seasonal change

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

EARLY YEARS EXPECTATIONS

Early Learning Goals

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They know about similarities and differences between themselves and others,
- 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.

EXCEEDING EARLY YEARS EXPECTATIONS

Exceeding

- Children know that the environment and living things are influenced by human activity. They can describe some actions which help people in their community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.
- Children talk about the ideas and processes which have led them to make music, designs, images or products.

FUTURE LEARNING

Science aims to ensure that all pupils: develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.