

<p>EYFS curriculum links</p>	<p>Area of study</p>	<p>Notes and guidance (non-statutory)</p>	<p>Working Scientifically ideas</p>	<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	<p>Basic Activities covered</p>
<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><u>Early Learning Goal</u> 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</p>	<p>Plants: Pupils should be taught:</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>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 (trees: trunk, roots, branches, leaves, flowers (blossom), fruit; garden and wild plants: flower, petals, stem, leaves, roots, fruit, bulb and seed).</p>	<p>Where do the most plants grow in the school grounds? Do all plants have roots, stem/trunk, leaves and flowers. What type of plants/trees are there in the school/park? What grows first the root or the stem?</p> <p>Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees. Pupils might keep records of how plants have</p>	<p>I can label a plant using some correct terms.</p> <p>I can name two animals and two plants that live in the local area.</p>	<p>I can label a plant using all correct terms. I can describe the basic conditions required for plants and animals to survive (food, water, air, warmth, light).</p>	<p>I can explain what causes changes in local plants and animals' growth and give reasons why.</p> <p>I can use my knowledge of plant labelling to explain how the flowering process takes place.</p> <p>I give explanations for the changes in living things. (For example diet affecting the health of humans and other animals, water or light altering plant growth).</p>	

<p>instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>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 other.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>			<p>changed over time, for example the leaves falling off trees and buds opening; and compare and contrast how different plants change over time.</p>				
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