

Science - EYFS	End points
<p>Autumn 1 <b>All about me</b> <b>Festivals</b></p> <p><b>Linked to familiar environments.</b></p>	<p><b>Recognise animals, including humans and how to care for them.</b></p> <ul style="list-style-type: none"> <li>. To know how to describe myself (hair, eyes, skin)</li> <li>. To name and describe people in my family and community</li> <li>. To know ways to look after myself (wash hands, teeth, toilet hygiene, keeping warm)</li> </ul> <p><b>To recognise the term sound</b></p> <ul style="list-style-type: none"> <li>• To know and name the sounds I hear.</li> <li>• To understand the source of sounds.</li> <li>• To know how I make different sounds.</li> </ul>
<p>Autumn 2 <b>All about me</b> <b>Festivals</b></p>	<p><b>To begin to name and recognise simple properties of materials in their environment.</b></p> <ul style="list-style-type: none"> <li>• I can name the material I am using to make a model and begin to identify a key property the material has.</li> <li>• I can reuse materials and talk about what can be recycled.</li> <li>• I can test a material to see if they are suitable e.g. is this bridge strong enough for the Billy Goats Gruff.</li> <li>• I can take photos or draw pictures to record how materials change.</li> </ul>
<p>Spring 1 <b>Off we go!</b></p> <p><b>Linked to The naughty bus</b></p>	<p><b>To recognise the changes in the natural world around them.</b></p> <ul style="list-style-type: none"> <li>• To understand the key features that identify the Sun, the Moon and the stars through observation.</li> <li>• To know the differences between day and night.</li> <li>• To know that there are changes in the natural world around them inc. seasons</li> </ul> <p><b>To understand the term shadow</b></p> <ul style="list-style-type: none"> <li>• To know what a shadow looks like.</li> <li>• To know that we see shadows on a sunny day.</li> <li>• To know shadows changes during the day.</li> </ul> <p><b>To recognise the everyday use of simple forces.</b></p> <ul style="list-style-type: none"> <li>• To understand that movement changes as a result of pushing and pulling an object</li> <li>• To know that different objects can float or sink.</li> </ul>
<p>Spring 2 <b>Growing</b></p> <p><b>Linked to Jack and the Beanstalk</b></p>	<p><b>Understand what a plant is:</b></p> <ul style="list-style-type: none"> <li>• To make observations of familiar plants</li> <li>• To know plant's need to be cared for</li> <li>• To name and describe some plants</li> <li>• To draw pictures of plants</li> </ul>

	<p><b>To know what a habitat is</b></p> <ul style="list-style-type: none"> <li>To know that a habitat is a home for animals and plants</li> <li>To explore a variety of habitats (woodland, pond, park, under a log)</li> <li>To build a home for an animal (bug hotel etc)</li> </ul>				
<p>Summer 1 <b>Animals</b></p> <p><i>Linked to The very Hungry Caterpillar</i></p>	<p><b>Recognise animals, including humans and how to care for them</b></p> <ul style="list-style-type: none"> <li>To know animal's need to be cared for</li> <li>To make observations of common animals</li> </ul> <p><b>To know what a habitat is (revisit)</b></p> <ul style="list-style-type: none"> <li>To know that a habitat is a home for animals and plants</li> <li>To explore a variety of habitats (woodland, pond, park, under a log)</li> <li>To build a home for an animal (mini beast hotel etc)</li> </ul>				
<p>Summer 2 <b>Superheroes</b></p> <p><i>Linked to 'Supertato'</i></p>	<p><b>To recognise the everyday use of simple forces.(revisit)</b></p> <ul style="list-style-type: none"> <li>To understand that movement changes as a result of pushing and pulling an object</li> <li>To know that different objects can float or sink.</li> </ul>				
	<b>Questioning</b>	<b>Investigating</b>	<b>Drawing Conclusions</b>	<b>Identifying &amp; Classifying</b>	<b>Recording &amp; Presenting</b>
<p><b>Working Scientifically Skills</b></p>	<p><b>They are beginning to ask a range of questions.</b></p> <p>They can answer how or why questions about their environment.</p> <p>They can answer how and why questions about their experiences</p> <p>They can ask appropriate questions about what they have heard.</p>	<p><b>Begin to compare two things</b></p> <p>Can look for similarities and differences.</p> <p>Can identify a similarity or difference between two places, objects, materials or living things.</p>	<p><b>Begin to talk about what they have found out</b></p> <p>Begin to say what happened</p>	<p><b>They are beginning to sort items using their senses</b></p> <p>Use all their senses in hands-on exploration.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>They can sort items by simple observable features.</p>	<p><b>Begin to record and present</b></p> <p>To draw pictures (of plants and animals)</p> <p>To create group/class block graphs to record votes/findings</p> <p>To present what they found out orally</p>