

## Science EYFS to KS1 bridge



Science				
EYFS Curriculum		How this is achieved through our drivers		Science Key Stage 1
<b>Three and Four-Year-Olds</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully and responding to 'why' questions when reading stories together.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>- <i>Seasonal Changes</i></li> <li>- <i>Everyday Materials</i></li> <li>- <i>Animals including humans</i></li> <li>- <i>Plants</i></li> <li>- <i>Inventors</i></li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>- <i>Living things and their habitats</i></li> <li>- <i>Animals including humans</i></li> <li>- <i>Everyday materials</i></li> <li>- <i>Plants</i></li> <li>- <i>Inventors</i></li> </ul>
	<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ways to keep ourselves healthy including exercise, sleep toothbrushing.</li> <li>• Learning when to wash our hands and how to do this properly.</li> <li>• Learn about a variety of healthy foods through snack time.</li> </ul>	
	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Explore how things work.</li> </ul>	<ul style="list-style-type: none"> <li>• Our life stories of growing up from a baby.</li> <li>• Family tree.</li> <li>• Creating transient art from using natural materials from nature walks.</li> <li>• Changes in materials – the change in porridge as it is cooked.</li> <li>• Explore how ice melts.</li> <li>• Explore how objects sink and float.</li> <li>• How to care for animals with hands on experience of caring for chicks.</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Planting beans and observing how they grow by giving it the key ingredients of soil, light and water.</li> <li>• Observe the life cycle of a bean plant.</li> <li>• Observe the life cycle of a butterfly and a frog.</li> <li>• Observe the effects of force on different materials.</li> <li>• Investigate how to make a strong chair for Goldilocks using different materials.</li> <li>• Investigate what materials would make a strong house for the Three Little Pigs.</li> </ul>	
<p><b>Reception</b></p>	<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Ask questions to find out more and to check what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model the tiered vocabulary in the classroom areas in a variety of contexts.</li> <li>• Adults ask and answer questions out loud to model articulation and demonstrating understanding.</li> <li>• Adults to ask a range of open questions</li> <li>• Adults to build upon incidental talk using tiered vocabulary linked to play.</li> </ul>	



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	<b>Personal, Social and Emotional Development</b>		<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn and observe the effects that exercise has on the body.</li> <li>• Observe how different foods make us feel.</li> <li>• Share sleep routine and how we get ready for bed.</li> <li>• Visit from the school nurse to discuss toothbrushing.</li> <li>• Discussion of road safety when out on local walks.</li> </ul>	
	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel while they are outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world through outdoor play and local area walk allowing children to use their senses.</li> <li>• Explore natural process through sensory experiences – ice melting, magnets, floating, sound vibrations.</li> <li>• Name and describe plants and animals that we may see outside.</li> <li>• Learn how animals behave differently in different seasons.</li> <li>• Observe the effect of the changing seasons through outdoor play and local area walks.</li> </ul>	
<b>Early Learning Goal</b>	<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to check for understanding.</li> <li>• Through fiction and non fiction texts, use a range of questioning techniques to support pupils in clarifying their understanding.</li> </ul>	



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	<b>Personal, Social and Emotional Development</b>	<b>Managing Self</b>	<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>	<ul style="list-style-type: none"> <li>• Managing own needs when preparing for outdoor play.</li> <li>• Reinforcing hygiene before lunch and snack times.</li> <li>• Discussion around healthy food choices through cooking activities.</li> </ul>	
	<b>Understanding the World</b>	<b>The Natural World</b>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe carefully to draw physical natural objects in the world around them.</li> <li>• Observe the life cycle of a sunflower plant.</li> <li>• Observe habitats of different animals</li> <li>• Explore which animals live on land and which live in water.</li> <li>• Explore the environments that different animals live and why.</li> </ul>	