

EYFS to KSI Bridging Document for Science



Educational Programme - Understanding the World: 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.

	EYFS Understanding the World	How this is achieved in EYFS	KEY STAGE 1 Science
Specific Area of Learning Understanding the World	<p>ELG The Natural World</p> <ul style="list-style-type: none"> ❖ explore the natural world around them, making observations and drawing pictures of animals and plants ❖ understanding some important processes and changes in the natural world around them, including seasons and changing states of matter 	<p><u>Science sessions:</u></p> <ul style="list-style-type: none"> ▪ Marvellous Me, body parts and the five senses - naming and explaining their purpose ▪ seasons- growing and changes- What can we see hear smell and touch ▪ investigating clothes for seasons ▪ investigating weather ▪ Are Christmas Tree's the same? ▪ growing plants from seeds and bulbs (Mother's Day daffodil) ▪ What materials would we need to create local buildings and landmarks. ▪ What is the life cycle of a caterpillar? ▪ observational drawing of flowers ▪ Describing and comparing and classifying materials to make animal homes that we used for local buildings. ▪ Pollution and recycling's ▪ observational drawing of fruits and vegetables (decay over time)- Planting food for next topics ▪ Where does food come from? 	<p>Aims - all pupils:</p> <ul style="list-style-type: none"> ❖ develop a 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 <p>Key Stage 1 - pupils should be taught to:</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> ❖ asking simple questions and recognising that they can be answered in different ways ❖ observing closely, using simple equipment ❖ performing simple tests ❖ identifying and classifying

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		<ul style="list-style-type: none"> ▪ What food keeps use healthy? ▪ exploring changes - water to ice (freezing), jelly cubes to liquid (melting), liquid to solid (cooking) ▪ exploring life cycles - egg/caterpillar/butterfly ▪ focus on recycling ▪ Welly Walks- Seasonal changes ▪ exploring forces - pushing and pulling ▪ exploring gravity and magnetism (Literacy Links) <p><u>Continuous/Enhanced Provision:</u></p> <ul style="list-style-type: none"> ✓ sand play ✓ water play ✓ small world play ✓ Outdoor Learning Area ✓ experiment activities - see, hear, smell, touch, taste 	<ul style="list-style-type: none"> ❖ using their observations and ideas to suggest answers to questions ❖ gathering and recording data to help in answering questions <p>Plants</p> <ul style="list-style-type: none"> ❖ 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 <p>Animals including Humans</p> <ul style="list-style-type: none"> ❖ 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) ❖ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
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			<p>Everyday Materials</p> <ul style="list-style-type: none">❖ 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 <p>Seasonal Changes</p> <ul style="list-style-type: none">❖ observe changes across the four seasons❖ observe and describe weather associated with the seasons and how day length varies
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