



Meir Heath Academy
Early Years Science Curriculum Map
(Progression into Year One)

Year 1 objectives	EYFS links
<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. 	<ul style="list-style-type: none"> • Vocabulary associated with plants taught (flower, leaf, stem, roots) • Taught about what plants need to grow • Identify parts of plants • Plant seeds • Observational drawings of plants • Observations of plants and trees through different seasons
<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. 	<ul style="list-style-type: none"> • Children are exposed to text that discuss animals in autumn, on farms, insects and African animals. • Body parts – All about me. Children taught the names of different body parts and the job that parts of our body do • Senses – covered throughout the year • Life-cycles – butterfly, frog, humans
<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. 	<ul style="list-style-type: none"> • Children taught to name different materials within their environment including wood, plastic, glass, metal, water, sand and rock – this is done incidentally throughout the year • Properties of material – activities such as sorting soft/hard, shiny/dull, flexible/rigid • Thinking scientifically – Gingerbread Man in water • Sinking and floating covered and consolidated (homemade boats and various objects from around the classroom in summer), children explore materials which would be best to build boats with based on own investigations
<p>Seasonal Changes</p> <ul style="list-style-type: none"> • observe changes across the four seasons • and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • Names of seasons and their characteristics in our country taught • Observations of trees during each season • Weather observations, daily • Seasonal artefacts available for exploration for each season in provision