



## Quinton Church Primary School EYFS to KS1 Bridges

### Science EYFS to KS1 bridge

Specific Area of Learning	ELG 4 Managing self	How this is achieved in EYFS	Science KS1
<u>Understanding the World</u>	<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>	<p>Activity examples:</p> <ul style="list-style-type: none"> <li>Discussions at snack time of the importance of healthy food choices.</li> <li>Through stories and circle time discussions. e.g. The story – Now wash your hands and A Visit to the Dentist</li> <li>P.E lessons that encourage getting dressed and undressed independently. Naming body parts through songs – Heads, shoulders, knees and toes.</li> <li>Jigsaw and My Happy Mind link – Correct naming of body parts.</li> <li>Talking about pets at home.</li> <li>Exploring animals and recording our observations.</li> </ul>	<ul style="list-style-type: none"> <li>Animals, including humans</li> <li>Plants</li> <li>Seasonal changes</li> <li>Everyday materials &amp; their uses</li> <li>Living things and their habitats</li> </ul> <p><b>Subject content links:</b></p> <ul style="list-style-type: none"> <li>Suggest ways of answering questions.</li> <li>Ask simple questions.</li> <li>Conduct simple test in the environment.</li> <li>Make relevant observations using simple equipment.</li> <li>Recognise findings. Use their observations and ideas to suggest answers to simple questions.</li> </ul> <p>SEASONS - AUTUMN &amp; WINTER AUTUMN 2</p> <ul style="list-style-type: none"> <li>names of the four seasons.</li> <li>which months are in each of the four seasons.</li> <li>what we mean by the word 'weather'.</li> <li>weather patterns, weather</li> </ul>
	ELG 14 The Natural World	How this is achieved in EYFS	
	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul>	<p>Activity examples:</p> <ul style="list-style-type: none"> <li>Going on walks to observe the local environment and to compare and learn about the seasons.</li> <li>Taking photos to compare seasons and discuss.</li> <li>Planting seeds and plants</li> <li>Looking after the patio garden</li> <li>Growing plants from bulbs and seeds.</li> <li>Making boats to explore best</li> </ul>	



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		<p>materials. Water tray activities to explore water, ice, and materials that float and sink.</p> <ul style="list-style-type: none"><li>• Making observations of birds and other animals that visit the school grounds.</li></ul>	<p>symbols and what the weather is like in both autumn and winter.</p> <ul style="list-style-type: none"><li>• how we, as humans, might dress differently according to the weather outside.</li><li>• how daylight hours change across autumn and winter.</li><li>• the impact of changing weather and seasons on different plants and animals.</li><li>• <b><u>SEASONS - SPRING &amp; SUMMER</u></b> <b><u>Summer 1</u></b></li><li>• how the weather changes from winter to spring.</li><li>• what happens to plants and animals in spring and summer.</li><li>• what changes can be seen in the weather from spring to summer.</li><li>• understand how the changing seasons can affect humans.</li></ul> <p><b>Materials Autumn 1</b></p> <ul style="list-style-type: none"><li>• what materials are and the names of different materials.</li><li>• what different materials look like.</li><li>• which materials different</li></ul>
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			<p>objects are made from.</p> <p><b>Animals</b></p> <ul style="list-style-type: none"><li>• Recognise and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>• Recognize and name the basic parts of the human body and say which part is associated with each sense.</li></ul>
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