

## Science in the EYFS

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge/Skills: By the end of EYFS the children will know...
Understanding the World	<b>Reception:</b> <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 work out problems and organise thinking and activities. Explain how things work and why they might happen</li> <li>Use new vocabulary in different contexts</li> <li>Know and talk about different factors that support overall health and wellbeing such as: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine</li> <li>Being a safe pedestrian.</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst 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>	<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> <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> <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>	<b>Throughout the year-</b> Daily calendar/weather Adults encouraging children to explore and 'notice' the natural world around them. Adults to ask why/how/what do you think will happen if/I wonder... questions to extend children's knowledge and thinking skills. Opportunity to free flow throughout each day providing them the opportunity to learn and play in the outdoor environment. Half termly baking. Allotment visits Forest Schools <b>Resources in provision-</b> Magnets Magnifying glasses Range of different types of animals (farm, jungle, mini beast, sea) Block play Cars & ramps Investigation area (in & out) Natural materials Non-fiction books Torches Playdough Sensory play Water/sand area <b>Autumn 1 Term:</b> <i>Food Glorious Food:</i> <ul style="list-style-type: none"> <li>Introduce snack table -discussions around healthy eating choices/where foods come from.</li> <li>Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise.</li> <li>Exploring a range of fruits- making fruit kebabs</li> <li>Introduce the senses- go on a senses walk</li> <li>Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes...</li> <li>Exploring school's grounds and observing seasonal changes in the Autumn using all of our senses.</li> <li>Walk around the local area.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>I know some foods that are healthy and not healthy.</li> <li>I know why we need to wash our hands and brush our teeth.</li> <li>I know how to use the toilet.</li> <li>I know how to get myself dressed.</li> <li>I know some body parts and can say what they do.</li> <li>I know the difference between animals and plants.</li> <li>I know the names of different animals: from our country and far away.</li> <li>I know the names of the four seasons.</li> <li>I know what the weather is like in each of the seasons.</li> <li>I know the main changes that happen in Autumn, Winter, Spring and Summer.</li> <li>I know that ice melts when it gets hot.</li> <li>I know that water turns into ice when it freezes.</li> <li>I know that the weather is different in different parts of the world.</li> <li>I know that a plant needs light, soil and water to grow.</li> <li>I know that plants die if they don't have enough water.</li> <li>I know that some food grows on trees and some comes from plants on and under the ground.</li> <li>I know that a caterpillar becomes a butterfly.</li> <li>I can name some materials (fabric, wood, metal and plastic)</li> <li>I know that some materials float and some sink.</li> <li>I know that some materials are magnetic.</li> <li>I know the name of some insects.</li> <li>I know that my actions affect the world.</li> </ul>
				<b>Vocabulary:</b>

## Science in the EYFS

- Visit to the local allotment.
- Explore harvest time in the UK and farming at harvest time.
- Senses investigation- Feely box

### Autumn 2 Term

#### *Once Upon a Time*

- Looking at and discussing aerial photos of the woods on Google Earth.
- Walk to the local woods to look at seasonal changes.
- Exploring natural autumnal resources found in the woods in a Tuff Tray, asking questions and making/drawing observations.
- Exploring a range of different materials
- Magnetism Investigation

### Spring 1 Term:

#### *Our Wonderful World*

- Exploring schools' grounds and observing seasonal changes in the winter/spring.
- Explore compare/contrast our environment with Australia/China
- Observe seasonal weather changes in the winter/spring.
- Explore looking after our community environment and recycling.
- Discuss how we can help look after our local and world environments.
- Explore a range of materials and discuss their properties.
- Ice Melting Investigation.
- Life cycle of a Frog- non-fiction shared reading book

### Spring 2 Term

#### *Myths, Legends & Monarchs*

- Spring walk around School grounds describing and discussing what is found.
- Explore the life cycle of plants.
- Still life observations and drawings of spring flowers.
- Planting seeds and plants
- Observe, question and draw spring plants/spring growth.

- Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin.
- Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, leaves, light, dark, desert, polar.
- Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, water.
- Life cycle, grow, change, caterpillar, chrysalis, cocoon, butterfly.
- Material, float, sink, plastic, fabric, wood, metal, magnetic.
- Pollution, recycle, rubbish, environment, community.
- Minibeast, ant, spider, worm, snail, habitat.
- Sea creature, dolphin, shark, octopus, crab, squid, whale, habitat.

## Science in the EYFS

- Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.
- Take part in Science week activities.
- Visit the allotment

### **Summer 1 Term:**

#### *Where the Wild Things Are.*

- Exploring schools' grounds and observing seasonal changes in the summer.
- Observe seasonal weather changes in the summer
- Explore the life cycle of butterflies.
- Visit to our Wildlife area (minibeast hunt)
- Set up a Wormery (cycle A)
- Observational drawings of minibeast.
- Visit to White Post Farm (cycle B)
- Mini beast visit from White post Farm (Cycle A)
- Finding out facts about mini beasts online and in books.

#### *Over and Under the Ocean*

- Comparing the Seaside to where we live.
- Visit to the seaside (Cycle A)
- Visit to an Aquarium (Cycle B)
- Finding out facts about sea creatures online and in books.
- Observational drawings of sea creatures.
- Visit to Vicar Water (pond dipping)
- Exploring Floating & Sinking