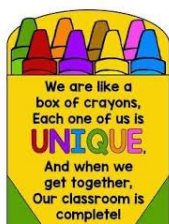




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



Science in Early Years Foundation Stage at Baslow St Anne's CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for 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.’

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for Science within the national curriculum.

The most relevant statements for Science are taken from the following area of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World

Age Range	
3 – 4 Year olds	<u>Communication and Language</u> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <u>Personal, Social and Emotional Development</u> Make healthy choices about food, drink, activity and toothbrushing. <u>Understanding the World</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Plant seeds and care for growing plants.

	Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Reception (4 – 5 year olds)	<u>Communication and Language</u> Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. <u>Personal, Social and Emotional Development</u> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <u>Understanding the World</u> Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language (Listening, Attention and Understanding)</u> Make comments about what they have heard and ask questions to clarify their understanding. <u>Personal, Social and Emotional Development (Managing Self)</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Understanding the World (The Natural World)</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Are people just like fish? Animals including Humans	Why do I need to bring a coat to school? Autumn and Winter	Where have all the leaves and flowers gone? Winter and Spring	What is a plant? Plants	Can I have my paddling pool out? Spring and Summer	What shall I use to make my bucket? Everyday materials
	Use senses to explore the world around you Identify and classify animals during play, for example jungle, farm, ocean animals Discuss where some animals live and what they eat	Ask questions about what is observed during the seasons as they happen Explore the world around them; identify what the weather is like Observe and discuss the weather as the seasons change Observe and discuss the decay and the changes of Autumn (plants, fruit etc)	What makes ice freeze? Melt? Make water into ice and ice into water Ask questions about what is observed during the seasons as they happen Explore the world around them; identify what the weather is like. What do we know about Winter?	What plants can you see? Observe and discuss plants in local environment Observe plants growing from seeds Observe plants and draw a picture Take photos to observe growth Observe and discuss the weather as the season changes Signs of Spring	Use senses to explore the world around you Using the local environment, explore the world around them Identify and classify animals Discuss where some animals live Facts about frogs, chickens and butterflies – life cycles	Discuss different materials in our local environment What does the material feel like Use their senses to explore the world around them
Key Vocabulary	Herbivore, carnivore, omnivore, animal, human, fish, birds, mole, tadpole, frog, froglet, frog spawn, face, hair, leg, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose	Summer, Autumn, day, night, dark, light, season, moon, sun Change, decay, fall, rotten, litter, apple	Winter, Spring, snow, cold, freezing, frost, flowers, warm, season	Tree, trunk, branch, leaves, roots, petals, stem, leaves, bulb, seed, changes, grow, fruit	Spring, Summer, day, night, light, season, sun, moon	Material, metal, wood, rock, plastic, glass, fabric, soft, hard, smooth, rough, shiny