



Science in EYFS

Science in the Foundation Stage is covered in the 'Understanding the World' area of the EYFS Curriculum. At Aldwyn, children have the opportunity to explore scientific thinking through continuous provision opportunities and enhanced provision across the learning environment as well as through small group focussed teaching and whole group delivery. These activities encourage children to explore, problem solve, observe, predict, think, make decisions, and talk about the world around them supported by the questioning of skilled practitioners developing their thinking. They will observe and manipulate objects and materials to identify differences and similarities. They will also learn to use their senses, feeling dough or listening to sounds in the environment, such as sirens or farm animals. They will make observations of animals and plants and begin to explain why some things occur and talk about changes. Children will be encouraged to ask questions about why things happen and how things work, such as increasing the incline of a slope to observe how fast a vehicle travels or opening a mechanical toy to see how it works. Children will also be asked questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings.

Overarching themes will enable children to explore creatures, people, plants, and objects in their natural environments within the school grounds and in the wider community to include but not limited to Ryecroft Park, Ashton Moss Nature Reserve, the bridal path and farm.

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Down the farm	Beary Bear	Snowy Days	Greedy Animals (Dear Zoo)	Enchanted Summer (dinosaurs)	Under the Sea
<ul style="list-style-type: none"> Children will name farm animals. Find out about farm animal habitats. 	<ul style="list-style-type: none"> Explore changes in the natural environment, comment on the colour of leaves as signs of Autumn are around. Look at conkers, leaves, acorns etc, Introduce new vocabulary relating to bears and their characteristics and 	<ul style="list-style-type: none"> Children will name some animals that can be found in the Arctic and Antarctic. Children will notice and comment on changes to the environment due to weather eg ice in the water tray, frost on leaves, melting snow. Children will begin to think about 	<ul style="list-style-type: none"> Children will name some wild animals. They will be able to talk about their characteristics. Children will notice changes in the environment eg bulbs sprouting, buds forming on trees, chicks and lambs being born at the farm. 	<ul style="list-style-type: none"> Children will name some dinosaurs and begin to learn about some characteristics through topic specific vocabulary such as carnivore, omnivore, herbivore. Children will comment on the changes to their body caused by the change in seasons and what we can do to help 	<ul style="list-style-type: none"> Children will name some creatures that live in the sea. They will begin to categorise sea creatures. Children will explore floating and sinking.

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	habits – paws, claws, fur, hibernation etc.	appropriate clothing for the weather.		<p>ourselves – stay hydrated, wear loose clothing, play in the shade etc.</p> <ul style="list-style-type: none"> • Begin to understand the need for suncream and hats during sunny weather. 	
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Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All about me and my family Down the farm</p>	<p>Beary Bear</p>	<p>Traditional tales</p>	<p>Greedy Animals (Handa's Surprise)</p>	<p>Enchanted Summer</p>	<p>Under the Sea</p>
<ul style="list-style-type: none"> • Name farm animals and their young • Begin to make comparisons between the life cycles of animals eg pig and hen. • Talk about the key features of animals. • Learn about some by-products of animals eg milk from cows • Talk about the differences between different members of their families including skill 	<ul style="list-style-type: none"> • Comment on the changing environment as Autumn begins. • Look closely at conkers, acorns, hazels and sycamore seeds. • Know about the characteristics and features of different bears. 	<ul style="list-style-type: none"> • Look closely at change as they grow a bean plant from seed. • Use magnifying glasses to explore plants and seeds. • Name parts of a plant. • Comment on changing state as they observe the effects of the winter weather on their outside environment. • Begin to question why some animals 	<ul style="list-style-type: none"> • Talk about and understand changes in their own lifetime, by creating a personal timeline. • Talk about the change in states that occur when heating food items eg pancake batter and chocolate • Begin to ask questions as to why different environments are more suited to growing fruits than others. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant or animal. • Talk about the changes that occur to our bodies due to the rising temperature and explain what we need to do to protect ourselves from the effects of the weather. • Investigate minibeasts in their natural environment using magnifiers. 	<ul style="list-style-type: none"> • Categorise creatures that live in the sea. • Know facts about different sea creatures. • Explore floating and sinking, extend thinking and understanding by making changes to an object so that it can sink/float. • Learn about the life cycle of water creatures eg frog, fish.

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development, growth and change.		are able to live in very cold environments where other species would not survive.	<ul style="list-style-type: none"> • Learn about foods necessary for healthy living. • Notice the changing environment as Spring begins. 	Comment on their different features eg legs, wings, body parts, colouring.	<ul style="list-style-type: none"> • Notice the changing environment as Summer begins.
<p style="text-align: center;">Understanding the World 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. • 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. 					