Science in the EYFS

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; PSHE, literacy, mathematics, science, history, geography, physical education, art and design and R.E.

Understanding the World is the area of the curriculum where the children learn to become historians, geographers and scientists. 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.

In the EYFS the children take part in a weekly Welly Walk to encourage interactions with the outdoors, to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. *In FS2 we also give opportunities for the children to make observations and draw pictures of animals and plants*. We focus on the world around us and how it changes through the seasons as well as find out about how animals behave differently as the seasons change. Our weekly welly walk also provides opportunities for children to note and record the weather. New vocabulary is introduce and modelled new vocabulary where appropriate. We also use natural materials in continuous provision – loose parts play, small world etc

SPRINGVALE PRIMARY SCHOOL EYFS LONG TERM CURRICULUM PLAN - CYCLE A

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| CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| TOPIC  \*Themes are to be flexible to give freedom to follow children’s interests. | ALL ABOUT ME | TRADITIONAL  STORIES & SPECIAL TIMES | CHANGE | PEOPLE WHO HELP US | LIFE-CYCLES  Plant and animal life-  cycles  Planting a bean  Egg to Butterfly  Marvellous Minibeasts | WE’RE OFF  Celebrating  similarities and differences between people and places around the world, including space! |
| TOPIC **LED** BY | PSHE  Understanding the World (Past & Present) | Literacy  Understanding the World (People, Culture & Communities) | Understanding the World (The Natural World) | Understanding the World (People, Culture & Communities/Past and Present) | Understanding the World (The Natural World) | Understanding the World (People, Culture and Communities) |
| SKILLS  FS1 |  |  | Uses all his/her senses in hands-on exploration of natural materials  Explores collections of materials with similar and/or different properties  Talks about what he/she sees, using a wide vocabulary  Explores and talks about different forces he/she can feel  Talks about the differences between materials and changes he/she notices. |  | Uses all his/her senses in hands-on exploration of natural materials  Explores collections of materials with similar and/or different properties  Talks about what he/she sees, using a wide vocabulary  Plants seeds and cares for growing plants  Understands the key features of the life-cycle of a plant and an animal  Is beginning to understand the need to respect and care for the natural environment and all living things |  |
| SKILLS  FS2 |  |  | Understands changing states of matter |  | Explores the natural world around him/her  Describes what she/he can see, hear and feel whilst outside  Recognises some environments that are different to the one in which he/she lives  Understands the effect of changing seasons on the natural world around him/her |  |
| CORE TEXT | **Michael Rosen**  **We’re Going on a Bear Hunt** | **Julia Donaldson**  **Room on the Broom** | **Jill Murphy**  **Peace at Last** | **Martin Wadell**  **Farmer Duck** | **Julia Donaldson**  **Monkey Puzzle** | **Jill Murphy**  **Whatever Next** |
| KEY VOCABULARY |  |  | \*explore \*find out  \*forces – push, pull  \*float \*sink \*heavy \*light \*material names \*magnet/magnetic  \*light \*dark \*shadow  \*sound \*loud \*quiet \*long \*short |  | Summer, Winter, Autumn, Spring, day, daytime, night, night- time, wind, rain, sleet, snow, hail, fog, cold, sun, hot.  Plant, tree, trunk, branches, bark, beans/seed, soil, roots stem, leaf, flower, patterns, change, same, different  egg, chrysalis/cocoon, butterfly, baby adult  minibeast names |  |
| CORE EXPERIENCES |  | Halloween  Bonfire Night  Diwali  Remembrance Day  Christmas  Tell Tale Hearts - Suitcase Stories | Winter  Valentine’s Day  Chinese New Year  Pancake Day | Visit the school office  Vet Visit  Firefighter visit  Easter  Mother’s Day  FS1 Visit Curious Kids Town | Spring  Planting a Bean  Egg to butterfly  FS1 Visit Springvale Community Garden | Summer  FS2 Trip - Wildlife Park |
| CYCLE A  TOPIC | Autumn 1 Topic: All About Me | Autumn 2 Traditional Stories & Special Times | Spring 1 Topic Change  Explore and talk about forces.  Name and explore different materials.  Explore changes in materials through activities with ice and through cooking.  Explore light and how it reacts with different materials.  Explore shadows.  Explore Sound | Summer 1 Topic: People Who Help Us | Spring 2 Topic: Life-Cycles  Plant a bean and observe the changes.  Observe the changes from egg to caterpillar to butterfly  After close observation, draw pictures of the natural world, including animals and plants.  Introduce the children to new vocabulary related to change and growth (life-cycles) | Summer 2 Topic: We’re Off! | |

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