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-CYCLESPlant and animal life-cyclesPlanting a beanEgg to ButterflyMarvellous Minibeasts | WE’RE OFFCelebratingsimilarities and differences between people and places around the world, including space! |
| TOPIC **LED** BY | PSHEUnderstanding 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) |
| SKILLSFS1 |  |  | Uses all his/her senses in hands-on exploration of natural materialsExplores collections of materials with similar and/or different propertiesTalks about what he/she sees, using a wide vocabularyExplores and talks about different forces he/she can feelTalks about the differences between materials and changes he/she notices. |  | Uses all his/her senses in hands-on exploration of natural materialsExplores collections of materials with similar and/or different propertiesTalks about what he/she sees, using a wide vocabularyPlants seeds and cares for growing plantsUnderstands the key features of the life-cycle of a plant and an animalIs 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/herDescribes what she/he can see, hear and feel whilst outsideRecognises some environments that are different to the one in which he/she livesUnderstands 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, differentegg, chrysalis/cocoon, butterfly, baby adultminibeast names |  |
| CORE EXPERIENCES |   | HalloweenBonfire NightDiwaliRemembrance Day ChristmasTell Tale Hearts - Suitcase Stories |  WinterValentine’s DayChinese New YearPancake Day | Visit the school officeVet VisitFirefighter visitEasterMother’s DayFS1 Visit Curious Kids Town | Spring Planting a BeanEgg to butterflyFS1 Visit Springvale Community Garden | SummerFS2 Trip - Wildlife Park |
| CYCLE ATOPIC | Autumn 1 Topic: All About Me | Autumn 2 Traditional Stories & Special Times | Spring 1 Topic ChangeExplore 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-CyclesPlant a bean and observe the changes.Observe the changes from egg to caterpillar to butterflyAfter 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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