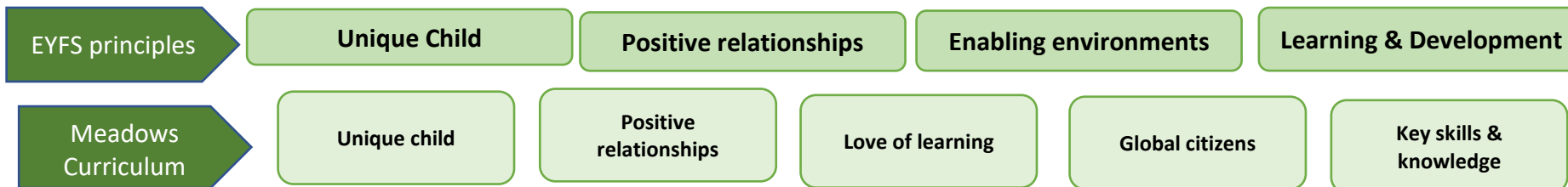


# Meadows First School EYFS (SCIENCE)



Our Meadows curriculum drivers are built on the 4 principles from the EYFS framework and our wellbeing wheel. The rich opportunities in the EYFS provision and planned curriculum will enhance children’s experiences, opportunities and vocabulary. There will be opportunities for children to explore their learning through play as well as through explicit teaching where appropriate. The enabling environment inside and outside will enhance learning opportunities in specific areas.

## EYFS Area of Learning: (Understanding of the World UW) National Curriculum subject links: Science

<p><b>I begin to:</b> Use all my senses in hands-on exploration of natural materials. Talk about what I see, using wide vocabulary. Explore collections of materials with similar and/or different properties Understand the effect of changing seasons on the natural world around me</p> <p><b>I am encouraged to:</b> Explore how things work. 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. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Make healthy choices about food, drink, activity and toothbrushing Explore and talk about different forces I can feel Talk about the differences between materials and changes I notice.</p>	<p><b>Early learning Goals:</b> <b>C&amp;L – LA U-</b> Make comments about what they have heard and ask questions to clarify their understanding <b>PSED- Managing Self:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <b>UW -The natural World:</b> 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</p>	<p><b>I am given:</b> collections of natural materials to investigate opportunities to change materials from one state to another (eg ice cubes melting) plant seeds and bulbs to observe growth and decay over time • observe an apple core going brown and mouldy over time • help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs Forces; opportunities to find out how the water pushes up when they try to push a plastic boat under it • how they can stretch elastic, snap a twig, but cannot bend a metal rod magnetic attraction and repulsion Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows.</p>	<p><b>Focussed learning opportunities:</b> <b>Aut 1</b> all about me – body parts / growing/ healthy – visits from nurse/ dr Seeds (seasonal) changes, Colours <b>Aut 2</b> people who help us – visits police firefighters recycling lady paramedics nurse dentist etc <b>Spr 1</b> around the world; materials/states of matter/habitats/ seasonal <b>Spr 2</b> around the world; classifying and sorting animals/ seasonal changes/ recycling/ habitats &amp; environments <b>Sum 1</b> all creatures – classifying sorting insects <b>Sum 2</b> materials and change (eg gingerbread man), dissolving floating sinking</p> <p><b>Where would you see this subject specific learning:</b> Ask questions and investigate and test out ideas: I wonder why? I wonder how? Can we find out if we.....? Investigation area (inside/ outside) Outside area – exploration corner/ tuff tubs Forest School Taught sessions (1 week per topic) (see above)</p> <p><b>Resources, continuous and enhanced provision (rotation)</b> contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach magnifying glasses or a tablet with a magnifying app seeds, bulbs, soils plant pots – garden outside! Materials that are malleable and not (eg clay, plasticine, wire, metal sticks, wood Materials that change; eg ice cubes, cooking ingredients Water and objects that float and sink Magnets – magnetic objects and non magnetic objects Torches, mirrors, translucent objects and opaque Light board</p>
<p><b>Vocabulary:</b> Plan and introduce new vocabulary related to exploration and encourage children to use it. Body parts; including elbow, chest, ankle, Stages of growth; baby, toddler, teenager, adult, Senses; taste, smell, touch, hearing, sight. Names of animals – including farm animals, animals from around the world and habitats. Natural World; basic plant parts and flowers found in forest school (buttercup, bluebell, daffodil, acorn, sycamore, oak, horsechestnut, Materials; solid, liquid, manmade, plastic, wool, metal, magnetic, wooden, cloth, melting, dissolving, floating, sinking, heavy, light, transparent, clear</p>			