

Autumn Term	Spring Term	Summer Term
<p>I wonder what my special, super qualities are? I wonder who plays an important part in my family, at school and in the community? I wonder why we celebrate?</p>	<p>I wonder what happens in Winter? I wonder where I am going and how I will get there?</p>	<p>I wonder how things grow and change?</p>
<ul style="list-style-type: none"> • Explore the natural world around them by going on a nature walk around the school, drawing what they observe. • To begin to learn how we care for the natural environment. • Observe objects casting shadows outside and inside. Investigate sources of light and how they work. Colour Mixing • To learn about changes in materials through baking. Investigate the strengths of different materials – make houses for ‘<i>The 3 Little Pigs</i>’ • Select equipment and materials to create the strongest pig’s house. • Magnetism and forces. 	<ul style="list-style-type: none"> • Talk about differences between our environment and the polar regions and use vocab to name specific natural features. • Begin to make comparisons and group according to similarities and differences (eg living/non-living, natural and manmade) • Begin to make comparisons and group according to similarities and differences (land/sea animals, different habitats). • Explore how things work – steam trains compared to electric trains. • Investigate waterproof materials and sort things that float and sink 	<ul style="list-style-type: none"> • Care for growing plants. • Name and describe plants and animals around the school. (Mini beast hunt and nature walk). • Observe and describe how animals change as they grow (caterpillars). • How have we changed since we were babies? Talk about our bodies inside and outside. Funnybones • Describe what they see, hear and feel whilst outside (focussed observations of plants including trees changing colour). Peace at last • Select equipment and materials to create a bug hotel.
<p>Observe the weather throughout the year and understand the effect of the changing seasons on the natural world around them.</p>		

	DEVELOPMENT MATTERS	
Children in Reception	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst 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. 	
Range 6	BIRTH TO 5 MATTERS	
ELGs	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>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.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulty; and **thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

EYFS Science Skills

Working scientifically	Plants	Animals (Including humans) PSHE link	Everyday materials
Comments and asks questions about aspects of their familiar world such as the natural world, making observations and drawing pictures of animals and plants. Talks about why things happen and how things work Looks closely at similarities, differences, patterns and change Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Explore and talk about different forces I can feel – gravity, push and pull toys	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant Developing an understanding of growth, decay and changes over time Identify similarities and differences in relation to living things	Understand the life cycle of a human Begin to understand the need to respect and care for the natural environment and all living things. Talk about the features of their own immediate environment and how environments might vary from one another.	Identify similarities and differences in relation to materials

Seasons - see Geography knowledge and skills progression map

EYFS Science Knowledge

Autumn – Changing state – ice (seasons – see EYFS Geography knowledge and skills)

Working scientifically

- I know how to ask questions about the world through using my senses - feeling, hearing, seeing
- I know some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Spring – Space – forces (Gravity) Push and pull toys, – Floating and sinking - which material will create the best boat? (Everyday materials),

Working scientifically

- I know about aspects of my familiar world such as the natural world, making observations and drawing pictures
- I know and can talk about forces I can feel

Animals

- I know how to care for animals (trip)
- I know some of the features of my own immediate environment and how they might vary from one another (farm/zoo)

Everyday materials

- I know some similarities and differences in relation to materials
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Summer growing - lifecycles and body parts (PSHE link) habitats (farm), lifecycles, growing plants

Working scientifically

- I know why things happen and how things work
- I know some similarities, differences, patterns and change in relation to people

Animals

- I know about life cycle of a human
- I know I need to respect and care for the natural environment and all living things.

Plants

- I know how to care for growing plants.
- I know about the life cycle of a plant
- I know about growth, decay and changes over time
- I know some similarities and differences in relation to living things.

Key Vocabulary

Skeleton, bones, grow, Science, experiment, test, fair, why, senses, world, plants – leaf, stem, root, flower, animals, humans, life cycle, materials - waterproof, natural, change, growth, decay, environment