

Science (EYFS – The Natural World – W)

	Learning experiences - implementation	Key vocabulary	Development Matters in the EYFS	Links to Year 1 National Curriculum
Sunbeams (Nursery 2 year old Provision) 2 to 3 year olds	Working scientifically , Children talk about what they see. E.g looking closely at cut plants and fruit, using a magnifier to look at minibeasts, tadpoles, leaves etc.	Look, carefully, see, plant and animal words.	Explore and respond to different natural phenomena in their setting and on trips.	Working Scientifically Observing closely, Comparing and contrasting, Drawing diagrams, Keeping records, Performing simple tests to explore questions, Using their senses, identifying and grouping. Seasonal Changes Pupils should be taught to: Observe and describe changes across the four seasons. Observe and describe weather associated with the seasons and how day length and temperature varies. Plants Pupils should be taught to: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk,
	Plants ; Children explore and talk about the natural world around them. Growing vegetables in the Vegetable Patch in Sunbeams outside area. Investigating Pumpkins, different fruits with seeds inside them. Looking at flowers and plants that grow within the school environment.	Vegetables, plants, flower, seed, tree, conker, leaf, pumpkin, grow, food, sunshine	Explore natural materials, indoors and outside.	
	Animals including humans Children learn to name body parts through putting coats, wellington boots on, Nursery Rhymes and songs. To name and talk about animals during small world play or having their own pets at home. To develop an awareness of own bodily functions.	Body parts, animal names, Vegetables, plants, flower, seed, tree, conker, leaf, pumpkin, grow, food, sunshine, toilet vocabulary (SRE Curriculum)	Explore and respond to different natural phenomena in their setting and on trips.	
	Everyday materials Children participate in cooking activities learning about how things change. Children have lots of sensory play opportunities, where they can manipulate into different shapes and experience the different textures. Children will explore the properties of different materials when mixing sand, mud and water.	Hard, soft, smooth, rough, water, mix, stir, walls, mud, roof, sand, stone, brick	Explore materials with different properties.	

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	Seasonal changes Children explore different weather throughout the year when going outside. Playing in the leaves in Autumn. Adults scaffold children on appropriate clothing to be put on during the different Seasons.	Rain, snow, hot, cold, hat, coats, sandals, shoes, wellington boots, t-shirt, wet, dry, umbrella, Sunny, cloud	Explore and respond to different natural phenomena in their setting and on trips.	seed, branch and petal). Animals including humans Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.
	Living things and their habitats Children collect frogspawn and bring back to Sunbeams from the pond. They will observe how the tadpoles change and grow over time. Children will go on Minibeast hunts. Making Minibeast hotels for the outside area.	Frogspawn, tadpole, butterfly, frog, spider, ladybird etc Home, lives	Explore and respond to different natural phenomena in their setting and on trips.	
Sun (Preschool) 3 to 4 year olds	Working scientifically; Children talk about what they see and ask questions. They talk about things they have observed. E.g looking closely at cut plants and fruit, using a magnifier to look at minibeasts, tadpoles, leaves etc.	Look, carefully, closely, change, stay the same, see, plant and animal words.	Talk about the differences between materials and changes they notice. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat). Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). Find out and describe how animals look different to one another. Group together animals according to their different features.
	Plants To explore their local environments, talking about plants that they see. Growing vegetables in the Sun class outside area.	Vegetables, plants, flower, seed, tree, conker, leaf, pumpkin, grow, food, sunshine, petal,	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	

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	<p>Investigating Pumpkins, different fruits with seeds inside them.</p> <p>Looking at flowers and plants that grow within the school environment.</p> <p>Looking and naming the trees that grow in the Forest.</p> <p>Planting and growing herbs, using their senses to investigate them.</p>	<p>roots, leaves, ripe, tree names, herb names</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail.</p>
	<p>Animals including humans</p> <p>Children learn to name body parts through putting coats, wellington boots on, Nursery Rhymes and songs.</p> <p>To name and talk about animals during small world play or having their own pets at home.</p> <p>To develop an awareness of being able to go to the toilet independently.</p>	<p>Body parts, animal names, Vegetables, plants, flower, seed, tree, conker, leaf, pumpkin, grow, food, sunshine, toilet vocabulary (SRE Curriculum), Pet names</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Animals have senses to explore the world around them and to help them to survive.</p>
	<p>Everyday materials</p> <p>Children participate in cooking activities learning about how things change.</p> <p>Children have lots of sensory play opportunities, where they can manipulate into different shapes and experience the different textures.</p> <p>Children make choices on the properties of materials when building at junk modelling area.</p> <p>Children will explore the properties of different materials when mixing sand, mud and water.</p>	<p>Hard, soft, smooth, rough, water, mix, stir, walls, mud, roof, sand, stone, brick, squash, squeeze, pull, push</p>	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</p> <p>Animals are alive; they move, feed, grow, use their senses and reproduce.</p> <p>Everyday Materials Pupils should be taught to: Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p>

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	<p>Talk about the differences between materials and changes they notice. (Cooking, melting, sinking, floating, light and dark)</p> <p>Explore and talk about different forces they can feel.</p>			<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
	<p>Seasonal changes Children experience the outside area throughout the year and will observe the changes over time.</p> <p>Children will talk about the weather and how it changes and what to wear. Eg – Raining – wellington boots and coats/ Sun cream and hats. During Forest School children will experience firsthand the Seasonal Changes throughout the year.</p>	<p>Rain, snow, hot, cold, hat, coats, sandals, shoes, wellington boots, t-shirt, wet, dry, umbrella, Sunny, cloud, frosty, fog</p>	<p>Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	
	<p>Living things and their habitats Children will talk about their pets and will bring them in to show if possible. Children will go on Minibeast hunts. Children will learn about lifecycles when hatching a Butterflies. Visits to the school garden to see what living things are there.</p>	<p>Frogspawn, tadpole, butterfly, frog, spider, ladybird etc Home, lives, lifecycle, grow, change</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	

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Reception 4 to 5 year olds ELG	<p>Working scientifically: Teacher led investigative experiences -Which is the strongest material to build a house? What happens when it rains on a mud brick house?</p> <p>Observing changes including life cycles and seasonal changes, investigating and measuring using a rain gauge.</p> <p>Using open ended questions, compare and use comments to encourage children to make links to previous experiences at home and school.</p> <p>To observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>	<p>Observe, watch, record, measure, changes, vibration, melting, travelling, shadow, attracting, transparent, floating</p>	<p>15. The Natural World ELG</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
	<p>Plants</p> <p>Looking at conkers, pumpkins, vegetables and blackberries.</p> <p>In the Woodland Environment naming the trees, understanding why the trees change throughout the year and why some stay green.</p> <p>Being able to talk about the changes.</p>	<p>Flower, Petal, Stem, roots, soil, seeds, allotment, vegetable names, fruit names, tree names</p>		

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	<p>Growing vegetables, Sunflowers and talking about what plants need to grow healthily.</p> <p>Going to an allotment to see how the plants grow over time and pick some strawberries once they are ripe.</p>			
	<p>Animals including humans</p> <p>To explore their local environments, talking about plants and animals that they see.</p> <p>To develop an awareness of own Personal hygiene such as going to the toilet, washing hands, brushing teeth.</p> <p>Investigating what lives under leaves and logs, minibeast hunts, life cycles.</p> <p>Looking at what animals live in the or around the pond.</p>	<p>Body parts, animal names, Vegetables, plants, flower, seed, tree, conker, leaf, pumpkin, grow, food, sunshine, toilet vocabulary (SRE Curriculum), Pet names, Zoo Animal Names, Farm Animal Names</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
	<p>Everyday materials</p> <p>Children participate in cooking activities to experiences how liquids and solids change when cold or heat is applied.</p> <p>Children make choices over what properties of materials to use when junk modelling.</p> <p>Children during sensory play have the opportunities to squash and squeeze the different materials.</p> <p>The children decide what materials to use when building outside using loose parts.</p> <p>Mud, Sand and Water play are available to provide children the opportunities to</p>	<p>Hard, soft, smooth, rough, water, mix, stir, walls, mud, roof, sand, stone, brick, squash, squeeze, pull, push, solid, liquid, material names</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>	

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	investigate the properties of materials when mixing together.			
	Seasonal changes Children experience the outside area throughout the year and will observe the changes over time. Children will talk about the weather and how it changes and what to wear. Eg – Raining – wellington boots and coats/ Sun cream and hats. During Forest School children will experience firsthand the Seasonal Changes throughout the year. Children learn the names of the different Seasons and Weather types. Children learn about being Safe in the Sun.	Day, night, light, dark, Summer, Spring, Autumn, Winter, damp, dry, mist, long, short, suncream, protection.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	
	Living things and their habitats Children will talk about their pets and will bring them in to show if possible. Children will go on Minibeast hunts. Children will learn about lifecycles when hatching Butterflies. Visits to the school garden to see what living things are there. Visits to a farm, allotment and Nature Reserve to experience different living things and their habitats. Children will use ipads to record what they find in the different habitats.	Habitats, lifecycles, food, nests, dens, hole,	They talk about the features of their own immediate environment and how environments might vary from one another.	