

EYFS – Science Curriculum

Understanding the World 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.

Autumn Term All About Me/Once Upon a Time	Spring Term People Who Help Us	Summer Term Our Wonderful World
<p>I can describe what is the same/ different between myself and other humans I can match and sort humans using different criteria, e.g. eye colour</p> <p>I can describe what I can see, hear and feel whilst outside. I can describe some changes to the natural world that happen in the Autumn. I can name different kinds of weather. I can talk about the effect that the weather has on myself and my environment, e.g. I need to put a coat on because it’s cold, the puddles have frozen because.. (cause and effect)</p> <p>I can say what happens when water is heated - it turns to steam. I can say that when water is frozen it turns to ice. I can explain that ice can be returned to a liquid by warming it up.</p> <p>I can say which materials melt in the sunshine/ warmth of the classroom and which do not. I can describe the effect of the warm/ cold weather on the materials/ objects around me.</p>	<p>I can name, sort and describe some familiar materials I can name properties of some familiar materials – focus on waterproof/ reflective I can explain that some materials change over time/ in different conditions</p> <p>I can identify and describe what is the same/ different between myself and other humans (building on Autumn term)</p> <p>I can identify ways in which I can stay healthy. I can talk about others who help to take care of me.</p> <p>I can describe some of the effects of the changing seasons on the weather, my environment and myself.</p> <p>I can explore changes over time using all of my senses</p> <p>I can record my observations using different media e.g. pictures, photographs, art work, taking measurements.</p>	<p>I can talk about the weather and notice patterns, e.g. last week we had more rain. I can explain that climate describes what the general weather of a place is like I can describe some differences between the climate/ natural world of England and Kenya (animals, food grown) I can say when it is Spring/ Summer and can talk about some of the things that I see, hear, feel, observe</p> <p>I can explain that plants grow from seeds/ bulbs and recognise that not all seeds are the same I can name root, flower, stem, leaf when handling and observing plants I can describe changes over time when observing seeds/ bulbs that I have planted</p> <p>I can name/ describe some minibeasts and make observations about where they live.</p> <p>I can make detailed observations of plants, including identifying some similarities and differences, e.g. colour, number of petals</p>

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		<p>I can sequence and describe the life cycle of a butterfly</p> <p>I can name some animals and plants in Africa that do not grow/ live in England.</p>
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