

EYFS Curriculum Overview- SCIENCE

Autumn	Spring	Summer
All About Me Noah's Ark Autumn Hedgehogs (Nocturnal animals) Stickman	Winter Arctic Animals Space Healthy Living Spring	Machines Transport Minibeasts Under the Sea Seaside Pirates

TOPIC	DEVELOPMENT MATTERS OBJECTIVES	KEY FACTS VOCABULARY
<p>Autumn Term All About Me</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -Talk about what they see, using a wide vocabulary. <p>Children in reception</p> <ul style="list-style-type: none"> -Name and describe people who are familiar to them. <p>ELG</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>My body - parts and senses More difficult parts of the body - elbow, wrist, ankle, eyebrow... and internal - heart, lungs, bones, muscles, brain</p> <p>Explaining who is who -eg grandma is mums mum or dads mum, auntie is mums sister or dads sister etc</p>
<p>Hedgehogs (Nocturnal animals)</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -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. -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. -Talk about the differences between materials and changes they notice <p>Children in Reception</p> <p>ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p>	<p>Favourite animals - names and body parts eg paw, claw, tusks, hooves, beak, talons, etc</p> <p>Patterns and textures/ fur, skin, wool, feathers etc</p> <p>Animal environments - forest, desert, jungle, ocean, mountains etc</p> <p>How to look after our environment for animals - reduce, reuse, recycle</p> <p>Textures of Animal skins etc.</p> <p>What animals eat/drink/live?</p>

<p>Noah's Ark Autumn</p>	<p>3 and 4 Year Olds -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 -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. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children in Reception -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them.</p> <p>ELG 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>Changes in the environment - trees, plants, weather, day length</p> <p>Watching change over time - leaves</p> <p>Evergreens</p> <p>Animal behaviour in autumn - hibernation, migration</p> <p>Learning about when harvest is and the processes</p> <p>Learn names for different crops</p>
<p>Stickman</p>	<p>3 and 4 year olds -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.</p> <p>Children in Reception - natural world around them. -Describe what they see, hear, and feel whilst outside -Understand the effect of changing seasons on the natural world around them</p> <p>ELG -Understand some important processes and changes in the natural world around them,</p>	<p>Make a stickman using natural materials</p> <p>Look at the changing seasons</p> <p>Discuss how to dress appropriately in the different seasons</p> <p>Floating and sinking sticks</p> <p>Heavier and lighter</p>

	including the seasons and changing states of matter	
Lent Term Arctic Animals	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -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. -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. -Talk about the differences between materials and changes they notice <p>Children in Reception</p> <ul style="list-style-type: none"> -Recognise some environments that are different to the one in which they live. <p>ELG</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. -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. 	<p>Favourite animals - names and body parts eg paw, claw, tusks, hooves, beak, talons, etc</p> <p>Patterns and textures/ fur, skin, wool, feathers etc</p> <p>Animal environments - forest, desert, jungle, ocean, mountains etc</p> <p>How to look after our environment for animals - reduce, reuse, recycle</p> <p>Textures of Animal skins etc. What animals eat/drink/live?</p>

<p>Winter Spring</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -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 -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. -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal -Listen with increased attention to sounds. <p>Children in Reception</p> <ul style="list-style-type: none"> -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. <p>ELG</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 	<p>Learn the new seasons Know how to dress appropriately Spot signs of the changing seasons Discuss colours Look at the life cycle of a tree Look at the animals that are around/hibernating Plant seeds watch them grow Care for plants Science experiment plants in different temperatures/light/water</p>
<p>Healthy Living</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -Make healthy choices about food, drink, activity and toothbrushing <p>Children in reception</p> <ul style="list-style-type: none"> -Manage their own needs 	<p>Learn about different foods and their impact on our bodies</p> <p>Importance of exercise and balanced diet</p> <p>Discuss personal hygiene</p>

	<ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>ELG</p> <ul style="list-style-type: none"> -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Make a healthy lunch</p> <p>Learn small amounts of sugary foods are okay for our bodies</p>
<p>Space</p>	<p>3 and 4 year olds</p> <ul style="list-style-type: none"> -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Explore how things work. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice <p>Children in Reception</p> <ul style="list-style-type: none"> -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 <p>ELG</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. 	<p>Learn planets</p> <p>Look at constellations</p> <p>Look at the phases of the moon</p> <p>Learn equipment</p> <p>Light and Dark</p> <p>Learn about people who have been on the moon</p> <p>Explore gravity</p> <p>(experiment) Look at forces</p> <p>Look at how craters are made</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. 	
Pentecost Term Minibeasts	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -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. -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. -Talk about the differences between materials and changes they notice <p>Children in Reception</p> <ul style="list-style-type: none"> -Recognise some environments that are different to the one in which they live. <p>ELG</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. -Explore the natural world around them, making observations and drawing pictures of animals and plants. <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>Exploring mini beasts and naming them.</p> <p>Looking at habitats and discovering for themselves.</p> <p>Vocabulary to include- mini beast, insect, habitat, antenna.</p>
Transport and Machines	<p>3 and 4 year olds</p> <ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. 	<p>Metal Detectors -</p> <p>Forces</p>

	<ul style="list-style-type: none"> -Talk about what they see, using a wide vocabulary -Explore how things work. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. <p>Children in Reception</p> <p>ELG</p>	<p>Looking at how transport works.</p> <p>Looking how things work and design their own machine</p> <p>Reading Non-Fiction Texts - Machines</p>
<p>Seaside Under the sea</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -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 -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. -Respond to what they have heard, expressing their thoughts and feelings. <p>Children in Reception</p> <ul style="list-style-type: none"> -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. 	<p>Learn the different seasons and the effect on the environment.</p> <p>Learn new vocabulary</p> <p>e.g. seaside, beach, sea, sandcastle</p> <p>Be able to describe what a seaside looks like.</p> <p>Know different sea and land creatures.</p> <p>Explore the 5 different senses.</p> <p>Read both fiction and non fiction text</p>

	<p>ELG</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>Under the sea</p> <p>Looking at where we are in the world and looking at how to look after our world.</p> <p>How to look after our environment for animals - reduce, reuse, recycle.</p> <p>Recycling and conserving, taking care of nature.</p> <p>Vocabulary to include- world, country, environment, water, hot, nature, recycling, conservation</p> <p>.</p>
Pirates	<p>3 and 4 Year Olds</p> <p>-Talk about what they see, using a wide vocabulary</p> <p>Children in Reception</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>ELG</p>	<p>Sinking and floating pirate ships.</p>

