



SUBJECT: Science

SUBJECT LEADER: Miss Fury (supported by Mrs Longden)

EYFS					
Area for Learning:	Early Years Outcome	Developing	Secure	Exceeding	Possible investigation/tasks for <u>progression</u> and further discussion
Understanding the World: The World	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Notices detailed features of objects in their environment.	Discuss their own experiences of the world around them.	Show an awareness of the influence of human activity on the world around them	<ul style="list-style-type: none"> Tell stories about places and journeys. Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places. Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. Introduce vocabulary to enable children to talk about their observations and to ask questions. Use the local area for exploring both the built and the natural environment. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?". Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.
	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Will only talk about things they can see at that time	Will talk about their own experiences Will use appropriate language to describe and name	Application of scientific knowledge base	<ul style="list-style-type: none"> Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.
	Talks about why things happen and how things work.		Will describe things as they happen Will make links between cause & effect		<ul style="list-style-type: none"> Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".
	Developing an understanding of growth, decay and changes over time.		Will discuss changes in terms of the seasons, animal babies and parents, stages of life – from baby to adulthood		<ul style="list-style-type: none"> Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs. Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.



					<ul style="list-style-type: none"> Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.
	Shows care and concern for living things and the environment.		Shows understanding that babies need help to survive Can talk about how to look after pets Can talk about how to look after plants		<ul style="list-style-type: none"> Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.
Understanding the World: People & Communities	Knows some of the things that make them unique	Talk about their likes & dislikes	Can describe themselves in relation to their bodies, family circles, communities Focuses on past and present in relation to themselves and family Developing sensitivity towards other children	They know that other children have different likes and dislikes and that they may be good at different things.	<ul style="list-style-type: none"> Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.
	Talk about some of the similarities and differences in relation to friends or family.	Talk about closest friends / families	They know that other children don't always enjoy the same things, and are sensitive to this	Reflective on differences Aware of differences in other children and other people	<ul style="list-style-type: none"> Talk to children about their friends, their families, and why they are important. Share photographs of children's families, friends, pets or favourite people. Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.