

What does Science look like in EYFS?

Understanding the World	Provision at Wychwood which is embedded across the year:
<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class.</p> <p>-Understand some important processes and changes in the world around them including the seasons and changing states in matter.</p>	<ul style="list-style-type: none"> • In Term 1 we look at the season of Autumn and how we can recognise signs of Autumn. • In Term 2, we look at animals that live in polar regions and talk about features they have that enable them to live there e.g. blubber, camouflage. We compare this to animals living in the UK. • We continue to look at the seasons as winter approaches and compare this back to Autumn. • We do a daily weather chart and discuss the weather each day. We use this to pose questions such as ‘can it be hot when it is sunny in winter?’ etc. • We use the season of winter and our Forest School site to discuss the meaning of evergreen trees and spot these on our school site. • We use the season of winter to talk about how it affects our environment and which animals might need help over winter. • In Term 2, we read stories about animals that hibernate over winter as well stories about bird migration. • In Term 2 as part of our ‘where are the coldest places on Earth?’ children learn about polar bears and penguins and learn the words predator and prey. They begin to understand a simple food chain and the reliance a predator has on prey to survive. They also learn about how the polar bear habitat is changing in relation to the climate crisis and the impact that this is having on polar bear numbers. • In winter, we carry out different ice experiments in the garden and talk about how we can get the ice to melt more quickly. We discuss how water freezes at 0 degrees and introduce the concept of minus temperatures when there is snow/ice. • We look for signs of spring approaching, such as snowdrops emerging at our Forest School site. We use watercolour pencils to draw pictures of the snowdrops and daffodils. • We use the season of winter and use this as an opportunity to talk about the weather in each season, for example on a cold wintery day – is it summer if the sun is shining? We introduce the word temperature. • Each week at Forest School, we compare the changes to the previous week, thinking about looking at our clothing, how we feel and what we can see. • In Term 3 we look at Australia and we compare it to the UK. We talk about the different regions in Australia such as the outback and Great Barrier Reef. We discuss how the seasons are at different times and when it is day here, it is night here. We think about how our environment is different to Australia and why. • In Term 4 we talk about dinosaur habitats. We name the different habitats and talk about whether we have these habitats on planet Earth now e.g. the plains. We discuss why certain dinosaurs lived in certain places and what made it desirable e.g. shelter, lots of food, warm etc.

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	<ul style="list-style-type: none"> • As part of our dinosaur unit, children are taught the words carnivore, omnivore and herbivore. They then apply this to other animals they have learnt about. • In Term 6, we look at where our food comes from and begin to think about the food groups, developing an understanding that we need a range from each of the groups for different purposes. • In our outdoor provision over the year, children will be encouraged to think of the effects that physical activity has on their body e.g. recognising that their heart beats faster and then have discussions about why this is. • In our conversation corner area, we regularly put out non-fiction books that cover a range of scientific topics such as our bodies, plants, nature and how things work. • In our circle time lessons, the children learn to label different body parts. • Across the year, children are introduced to the idea of our five senses and we aim to talk about these in cross-curricular ways e.g in our Literacy lessons we do a 'step into the story' activity where children are encouraged to use their senses e.g. what can you see/what can you smell/what can you hear etc. • At Forest School, children are taught to recognise evergreen and deciduous trees on our site and use winter as an opportunity to highlight the difference between the two. They are also taught to identify the names of common plants that can be found on our site. • Across the year, children have access to the indoor and outdoor construction area with a variety of different materials such as wood, plastic blocks, real bricks etc. In provision, adults use conversations with children in this area as a way to enhance their language related to everyday materials. • At Forest School, children are introduced to the idea of a life cycle and learn about this in context e.g. frogspawn or dragonfly larvae. • Teachers meet weekly to plan enhancements for provision and consider how to provide scientific invitations to play e.g. dark dens, magnets, using the light board, floating experiments, melting experiments.
<p>Links to KS1 Science curriculum.</p>	<ul style="list-style-type: none"> • 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. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.