

Early Years Foundation Stage



UTW – The World / The Natural World (2021)

Our curriculum planning for science starts in Early Years, where we introduce children to a wide range of vocabulary to describe the natural world. We do this through providing a variety of rich learning contexts e.g. Forest School, walks in our local area, stories, nursery rhymes and songs.

Children develop their scientific and non-scientific vocabulary during this time and the words and vocabulary children experience in the EYFS are the start of scientific concepts that we build on in Year 1 and throughout their time in school.

Stories, books, nursery rhymes and songs are used throughout the year.

Statutory	Knowledge	Skills	Vocabulary
<p>ELG (old) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Educational Program(Old) Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment</p>	<p>Children know about similarities and differences in relation to:</p> <ul style="list-style-type: none"> • Places <ul style="list-style-type: none"> - Different animal habitats. - School grounds - Bicton / Places covered by mini topics eg seaside • Objects <ul style="list-style-type: none"> - Fruits and vegetables. - Dough and cooked bread. - Making bigger/smaller shadows. - Floating and sinking. • Materials 	<p>Ask questions Demonstrate curiosity about the world around them.</p> <p>Make predictions With support or prompting, talk about what they think might happen based on their own experiences.</p> <p>Decide how to carry out an enquiry Respond to prompts to say what happened to objects, living things or events.</p> <p>Take measurements Use senses and simple equipment to explore the</p>	<p>General</p> <ul style="list-style-type: none"> • Natural, wild, wildlife, tame <p>Places</p> <ul style="list-style-type: none"> • Habitats <ul style="list-style-type: none"> - Woodland, desert, ocean, jungle, Arctic. • Microhabitats: <ul style="list-style-type: none"> - Log, stone, tree, dead leaves, soil. <p>Objects</p> <ul style="list-style-type: none"> • British Autumn fruits and vegetables (e.g. apples, pears, beetroot, carrots, potatoes, butternut squash, sweetcorn, cauliflower). • Bread: - Mix, knead, prove, rise. <p>Materials</p> <ul style="list-style-type: none"> • Object, material, properties, suitable, pipette, recycling.

<p>ELG 2021 The Natural World Children at the expected level of development will:</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>Educational Program 2021:</p> <p>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</p>	<ul style="list-style-type: none"> - Waterproof and not waterproof. - Strong and weak. - Recyclable and not recyclable. - Which materials melt in the Sun and which do not. <p>• Living things</p> <ul style="list-style-type: none"> - Body parts of familiar animals. - What owls and other birds eat. - Nocturnal and diurnal animals. - Adult and baby animals. - Pet shop animals. - How animals move. - Sounds animals make. - How plants grow without light, water, soil and air. <p>Features of their own immediate environment and how environments might vary from one another.</p> <ul style="list-style-type: none"> • Playground, Forest School and Bicton Village. <p>Changes</p> <ul style="list-style-type: none"> • Seasons, weather 	<p>world around them, e.g. binoculars and magnifying glasses.</p> <p>Record data</p> <p>Talk to an adult about what has been found/found out.</p> <p>Present data</p> <p>Talk to an adult about what has been found/found out.</p> <p>Answer questions using data</p> <p>With support, explain why some things occur.</p> <p>Draw conclusions</p> <p>With support, talk about what they have found out or what they think might happen next/change based on their own experiences.</p>	<ul style="list-style-type: none"> • Properties - Waterproof, strong/weak, dense/less dense, hard/soft. • Materials - Bubble wrap, foil, plastic, fabric, paper, straw, sticks, bricks, metal, glass. <p>Living things – plants</p> <ul style="list-style-type: none"> • Grow • Lifecycle: - Roots, shoots, stem, leaves, buds, flower • Water, light, warmth, temperature, soil, compost <p>Living things – animals</p> <ul style="list-style-type: none"> • Body parts. • Backbone, skeleton, soft body, shell. • Adapted, hibernate, migrate. • Predator, prey. • Nocturnal. • Adult/parent, baby. • Lifecycle: - Egg, caterpillar, chrysalis, butterfly. • Birds (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, locust, cricket, millipede, butterfly, caterpillar), fish, reptiles (snake, tortoise, gecko), amphibians, mammals (mouse, shrew, vole, hare, fox). • What animals give us <ul style="list-style-type: none"> - Meat, roast chicken, bacon/ham, milk/cheese/butter, wool, hair, eggs, honeycomb, honey. <p>Environments</p>
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<p>vocabulary will support later reading comprehension.</p>			<ul style="list-style-type: none"> • Environment • Woodland • Playground. • Recycling, compost. <p>Changes</p> <ul style="list-style-type: none"> • Seasons: <ul style="list-style-type: none"> - Spring (growth, baby animals) - Summer - Autumn (Harvest) - Winter • Weather: <ul style="list-style-type: none"> - Sun, rain, wind, snow, ice, frost, sleet, hail. - Cold/warm/hot • Day length, day light.
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