

# Understanding of the World Science Overview



## EYFS The Natural World Educational Programme (Statutory)

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.

### Development Matters

Explore the natural world around them.

- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them

### ELG: -The Natural World (Statutory)

Children at the expected level of development will:

- 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

### Disciplinary Knowledge to be taught

- Asking simple questions.
- Observing closely using the senses.
- Using non-standardised objects to take measurements e.g., simple comparisons.
- Performing simple tests.
- Using simple scientific language to talk about their ideas.
- Noticing similarities and differences between objects, materials and living things.
- Using talk and simple drawings to record observations.
- Talking about their findings using simple science words.

### Lines of enquiry NPAT

#### Living Things

- Life cycles of animals and plants
- Ongoing observations of tadpoles or caterpillars
- Nocturnal and diurnal animals
- Growing plants e.g., beans or sunflowers
- Observations of plants and animals (naming and describing)
- Recognition of familiar plants
- A farm visit
- Observational drawings
- Nature walk

#### Materials

- Melting experiments
- Looking at and comparing different materials
- Changes in state/matter e.g., melting ice or chocolate
- Cooking

#### Habitats

- The differences in rural and town environments
- Animals live in different habitats

#### Seasonal Changes

- What happens in Springtime?
- Weather diary



<b>Science Overview</b>	
- Term 1 Me and My Community	<ul style="list-style-type: none"> <li>- Healthy eating and exercise</li> <li>- Season Autumn</li> <li>- Naming body parts and senses through songs and rhymes.</li> <li>- Using senses to explore textures (sensory play)</li> </ul>
- Term 2 People Who Help Us	<ul style="list-style-type: none"> <li>- Season changes Autumn to Winter</li> <li>- Melting experiment snow - changes of state</li> <li>- Magnets- how they support people in their job roles</li> </ul>
- Term 3 Amazing Animals	<ul style="list-style-type: none"> <li>- Different habitats</li> <li>- Animal classification</li> <li>- How to stop a chocolate egg from melting - Easter experiment</li> </ul>
- Term 4 Travel and Transport	<ul style="list-style-type: none"> <li>- Which surface does a toy car travel best on?</li> <li>- Floating and sinking - can you make a boat that floats?</li> </ul>
- Term 5 Springtime on the Farm	<ul style="list-style-type: none"> <li>- Farm animals and their young</li> <li>- Season Spring</li> </ul>
- Term 6 The Great Outdoors	<ul style="list-style-type: none"> <li>- Butterfly Lifecycle</li> <li>- Minibeast</li> <li>- Plants and growing</li> <li>- Season Summer</li> <li>- Materials - how to keep safe in the sun</li> </ul>