



<p><b>Maple Room</b> 2-3 year olds</p> <p><b>EYFS Curriculum Development Matters</b></p> <p><b>Understanding the world Science</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>Children will be encouraged to explore, be curious, appreciate and respect living things.</p> <ul style="list-style-type: none"> <li>Children will explore what happens with the changes in the seasons.</li> <li>A garden plot is available. Adults will support children to grow fruit and vegetables from seeds, look after and harvest what they've grown.</li> <li>Cooking activities take place weekly.</li> </ul>		
<p><b>EEXAT Developmental Milestones</b></p> <p><b>Understanding the World Science</b></p>	<p>By 18 Months (13-18 Months)</p> <ul style="list-style-type: none"> <li>Actions show understanding that some objects belong together, e.g. the wind rustling in the trees, the feel of grass on bare feet.</li> </ul>	<p>By 24 Months (19- 24 Months)</p> <ul style="list-style-type: none"> <li>Talks about or responds to what they are seeing or experiencing in the natural world.</li> </ul>	<p>By 30 Months (25- 30 Months)</p> <ul style="list-style-type: none"> <li>Actively explores and organises items/objects based on similar features e.g. wooden items, spikey objects.</li> </ul>

<p><b>Oak Room</b> 3 – 4 year olds</p> <p><b>EYFS Curriculum Development Matters</b></p> <p><b>Understanding the world Science</b></p>	<p>The Natural World, children will</p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>
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<p><b>Oak Room Curriculum Coverage (Examples)</b></p> <p><b>Understanding the world Science</b></p>	<p>Habitats. Can we find out what the animals from the story's house would normally look like?</p>	<p>Exploring how porridge oats feel. Mix with water and add bowls and spoons. (malleable)</p>	<p>Watch video of firework display. How do they sound? Have you seen them before?</p>	<p>What happens to the trees in the Autumn? Look at summer and autumn tree pictures and compare.</p>	<p>Gummy Bear experiment. What do we think might happen? Discuss as a group.</p>	<p>Ice tuff tray. Have large ice blocks in a tuff tray. Can the children find ways to melt them? Small group activity.</p>
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<p><b>Reception Early Learning Goals</b></p> <p><b>Understanding the world Science</b></p>	<p>The Natural World</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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<p><b>Reception Curriculum Coverage Grid Autumn 1 Science</b></p>	<p>Scavenger Hunt</p>	<p>Introduce / model magnifying glasses and bug pots with bug finder sheets. What can you find? Where would be a good place to look? Why?</p>	<p>Natural Crowns What did you use? Catwalk of crowns.</p>	<p>Read the stickman story. Create a family of stick man using natural materials.</p>	<p>Play charades with creatures you may find in the WW area. Make a home for one of them.</p>
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**EYFS Vocabulary to Communicate Scientifically**




	Evergreen Nursery	Reception
<b>Working scientifically Vocabulary</b>		
	<b>Science</b> <b>Experiment</b> <b>Fair</b> <b>Find out</b>	<b>Explain</b> <b>Reason</b> <b>Why</b> <b>Change</b>
<b>Animals including humans</b>	head eyes nose mouth ears hands fingers feet	toes arm leg knee elbow back animal fish bird
<b>Plants</b>	tree leaf flower trunk seed grow	petals fruit vegetables branch roots stem
<b>Materials</b>	material wood plastic paper hard soft touch	rock glass fabric smooth shiny rough
<b>Seasonal Changes</b>	day night dark light moon	rain snow wind sun hot cold
<b>Forces, Earth and Space</b>	earth moon sun star	astronaut space planets
<b>Sound, Light and Electricity</b>	loud quiet	volume sound noise
<b>EYFS Science Progression of Knowledge</b>		
<b>Working Scientifically</b>	Beginning to ask 'how' or 'why'? Make simple observations describing what can be seen. Beginning to compare using the language 'more' or 'less' Attempt to explain why something happens.	
<b>Animals including humans</b>	Compare and group animals. Think about different environments and what animals might live there. Know that there are similarities and differences between others and myself. Name some parts of the body that can be seen. Know that I grow from a baby to a child and then to an adult.	
<b>Plants</b>	Compare plants and group them. Label parts of a plant.	

**EYFS Science Assessment**

**Early Excellence Assessment Tracker (EExAT)**

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their scientific development in both the indoor and outdoor learning environments.

**Image**



**Observation Note**


Jaxon has made a house for ants. He has pushed leaves through the end of a stick and placed the stick in the ground. "I've made a roof for them to go under if it rains. It will help them," Jaxon says.

**Statements**

No Tagged Statements

Think about different environments and what animals might live there.

**Image**



**Observation Note**

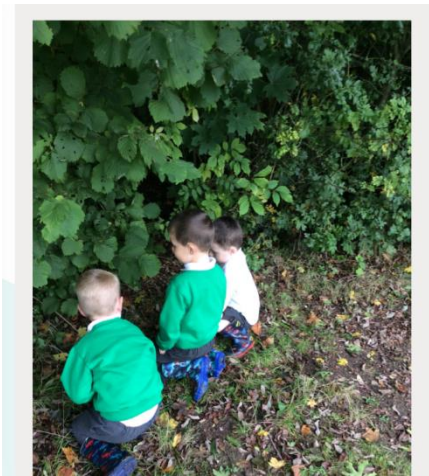
Victoria takes leaf out of water tray and then puts it back "it sinks." She then takes another leaf from the door and puts it in the water "look this one floats"

**Statements**

P8E > Curiosity 31 - 36 months


P8E > Taking Risks 31 - 36 months

Make simple observations describing what can be seen.



Think about different environments and what animals might live there.

Make simple observations describing what can be seen.



Jack enjoyed looking out the window to see the birds with the binoculars. EYP asked Jack 'what can you see?'. Jack replied 'birds... flew away'. Jack always enjoys looking at the birds and helps EYP put the bird feed out too.

**Statements**

C6L > Understanding (i) 25 - 30 months

C6L > Listening & Attention (i) 25 - 30 months

Make simple observations describing what can be seen.