

What does Science look like in Reception?

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning (Communication and language, Personal, social and emotional development, Physical development, Literacy, Mathematics, Understanding the world and Expressive arts and design) rather than subject areas. Development matters provides guidance for the early years foundation stage in these seven areas. The most relevant statements for Science are taken from the Understanding the world areas of learning. Our planning is developed with reflection upon the relevant statements. These statements and skills will be taught in topic lessons throughout the year to tie in with our current theme/topic and through exploring and deepening their curiosity in the continuous provision in independent learning time.

The table below show our Science termly plan:

	Autumn 1 Me and my Community	Autumn 2 Let's Celebrate!	Spring 1 Our amazing world	Spring 2 Come Outside!	Summer 1 The land before time	Summer 2 Are we nearly there yet?
Topic/ WOW moments	Changes in the seasons from Summer to Autumn – talking about changes in weather, temperature, the outdoor environment. Our bodies – naming parts of our bodies.	Changing states of matter – salt dough, Exploring light and dark – identifying some sources of light and different materials (transparent, translucent and opaque).	Winter – ice melting Changes in the seasons from Autumn to Winter – talking about changes in the weather and temperature. Animals – know what an animal is, recognise and name a variety of different animals – animals that live in the Jungle.	Easter chocolate nests – change of matter Changes in the seasons from Winter to Spring – observe the changes in trees and plants as the season changes. Farm animals. Names of animals and their babies. Growing plants. What do plants need to grow?	Observe and discuss the changes in the seasons since we started school and in particular the changes from Spring to Summer. Changing states of matter – ice (making ice-lollies). Exploring light and shadows.	Boats – Floating and sinking Transport – use of ramps and different size vehicles.
Development matters	Communication and Language <ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 					

	<ul style="list-style-type: none"> • Use new vocabulary in different contexts <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Understanding the World</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
ELG	<p>ELG By the time children leave our EYFS they will be able to:</p> <p>Communication and Language Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. <p>Personal, Social and Emotional Development Managing Self</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Understanding the World The Natural World</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.