

Science coverage in Nursery						
Topics	Autumn 1 Marvellous me	Autumn 2 Come outside	Spring 1 Prince and princess	Spring 2 Mini beasts	Summer 1 Transport	Summer 2 Amazing animals
Objectives from development matters	<p>Make healthy choices about food, drink, activity and tooth brushing. (PSED 3-4)</p> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary. (UtW 3-4)</li> <li>• Begin to make sense of their own lifestory and family's history. (UtW 3-4)</li> </ul>	<p>Use all their senses in hands-on exploration of natural materials. (UtW 3-4)</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties. (UtW 3-4)</li> </ul> <p>Talk about the differences between materials and changes they notice. (UtW 3-4)</p> <ul style="list-style-type: none"> <li>• Explore how things work. (UtW 3-4) xplore and talk about different forces they can feel. (UtW 3-4)</li> </ul>	<p>. Make healthy choices about food, drink, activity and tooth brushing. (PSED 3-4)</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties. (UtW 3-4)</li> </ul>	<p>. Make healthy choices about food, drink, activity and tooth brushing. (PSED 3-4)</p> <p>Plant seeds and care for growing plants. (UtW 3-4)</p> <ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of a plant and an animal. (UtW 3-4)</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. (UtW 3)</li> </ul>	<p>Explore and talk about different forces they can feel. (UtW 3-4)</p> <ul style="list-style-type: none"> <li>• Explore how things work. (UtW 3-4)</li> </ul>	<p>Begin to understand the need to respect and care for the natural environment and all living things. (UtW 3-4)</p> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary. (UtW 3-4)</li> </ul>
Key experiences and learning.	<p>To name key body parts.</p> <p>To know that they were a baby.</p> <p>To be able to say something that they can do now that they couldn't do as a baby.</p> <p>To talk about healthy and unhealthy food. To</p>	<p>To investigate push and pull forces with cars.</p> <p>To talk about things that change from autumn to winter.</p> <p>To name different types of weather.</p> <p>To discuss changes to materials (edible sparklers –</p>	<p>To observe how ingredients change as we bake scones.</p> <p>To order routine of how we brush our teeth</p>	<p>To sort healthy and unhealthy food for the hungry caterpillar.</p> <p>To name parts of the butterfly life cycle.</p> <p>To plant and care for their own sunflowers/cress.</p> <p>To know the names of different minibeasts and how to describe them ie</p>	<p>To investigate floating and sinking with boats.</p> <p>To investigate different materials to make car ramps.</p>	<p>To talk about how we care for pets.</p> <p>To talk about looking after the world around us ie using the car less, not dropping litter, not picking flowers.</p>

	<p>discuss why we brush our teeth.</p> <p>To use all senses to explore the outdoor environment.</p>	chocolate melting, Christmas biscuits)		legs, wings, antennas		
Key vocabulary	Baby, toddler, child, grow, healthy, unhealthy	Melting, mixing, push, pull, autumn, winter	Mixing, baking, measuring, heating	Egg, cocoon, caterpillar, butterfly, legs, wings, antenna	Float, sink, light, heavy	Pets, caring, habitats.
What is this the foundation for?	Reception will revisit how we grow with more independent work on ordering life cycles.	Reception will look at seasonal changes throughout the year in readiness for year one science work.	We frequently bake throughout early years so children have plentiful experiences to develop life skills on how to cook.	The Reception children will look in further detail the life cycles of other animals.	Reception will explore different materials for building the three pigs houses.	In Reception the children will revisit caring the planet on their walk to the local park.

Science coverage in Reception						
Topic	It's good to be me	Out of this world.	Once upon a time	If you go down to the woods today	Ready, steady, go	On Safari
Objectives from development matters	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of	Ask questions to find out more and to check what has been said to them. (C+L Rec) • Make comments about what they have heard and ask questions to clarify their understanding. (C+L		Explore the natural world around them. (UtW Rec) • Describe what they see, hear and feel while they are outside. (UtW Rec) • Understand the effect of changing seasons on the natural world		Ask questions to find out more and to check what has been said to them. (C+L Rec) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why

	<p>healthy food choices. (PSED Managing Self ELG)</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>o regular physical activity</li> <li>o healthy eating</li> <li>o toothbrushing</li> <li>o sensible amounts of 'screen time'</li> <li>o having a good sleep routine (PSED Rec)</li> </ul>	<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them. (UtW Rec)</li> </ul>		<p>around them. (UtW Rec)</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants. (UtW The Natural World ELG)</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UtW The Natural World ELG)</li> </ul>		<p>they might happen. (C+L Rec)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (C+L Listening, Attention and Understanding ELG)</p> <p>Recognise some environments that are different to the one in which they live. (UtW Rec)</p> <p>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.</p>
Key experiences and learning	<p>To name different body parts and what they are used for. Introduce the 5 senses.</p> <p>To talk about how we stay healthy through food, exercise, sleep and oral health.</p>	<p>To Explore light and dark using the dark den and torches.</p> <p>To learn the name of some planets.</p> <p>To explore life on a rocket.</p>		<p>To name and label parts of a plant.</p> <p>To write instructions on how to care for a plant.</p> <p>To order the life cycle of a butterfly</p>		<p>To name some animals that live in the jungle, desert, and on a farm and understand they are wild in certain environments.</p> <p>To name some features of the environment i.e. jungle, desert, farm.</p>

Key vocab	Healthy, unhealthy, exercise, senses.	Light, dark, shadow, torch, glow		Change, grow, life cycle, seed, leaf, stem, flower, roots		Environment, jungle, desert, farm, wild.
What are these foundations for?	In year One children will look at naming different body parts and their functions. They will look in more detail about the 5 senses.	The children will look at scientists and inventors in Year One.		In Year One the children will grow a plant and look at the conditions for survival.		In year one the children will look at the 5 animals groups.