



## FULFEN PRIMARY EYFS CURRICULUM DESIGN

<b>National Curriculum Subject</b>	<b>Science</b>
<b>Key Stage 1</b>	<a href="#">See National Curriculum Document</a>
<b>EYFS Educational Programme</b>	<p>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.</p>
<b>INTENT</b>	<p><b>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</b></p> <p><b>In Early Years we support children’s thrill of discovery and their instinctive desire to know, understand and find out more by:</b></p> <ul style="list-style-type: none"><li>• Providing freedom to explore, investigate and experiment using the five senses.</li><li>• Nurturing children’s curiosity about how and why things work and how things change.</li><li>• Encouraging questioning, testing out of ideas and drawing conclusions.</li><li>• Fostering children’s excitement and pleasure in the wonder of natural phenomenon.</li></ul>

<p style="text-align: center;"><b>Knowledge (What we want children to know)</b></p>	<p><b>Living things</b></p> <ul style="list-style-type: none"> <li>• Internal and external body parts in humans.</li> <li>• The names of the different parts of plants and animals.</li> <li>• The features of plants and animals.</li> <li>• Living things can be sorted into different groups.</li> <li>• What living things need to survive.</li> <li>• How to keep healthy.</li> <li>• About life cycles</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• What objects are made from.</li> <li>• The properties of different materials.</li> <li>• How different materials can be used.</li> <li>• Materials can be sorted into different groups.</li> </ul> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>• Changes can be reversible and irreversible.</li> <li>• The relationship between cause and effect.</li> <li>• The characteristics of the four seasons.</li> <li>• The characteristics of different weather types.</li> </ul>
<p style="text-align: center;"><b>Skills: (What the children are learning to do)</b></p>	<p><b>Children are learning to:</b></p> <ul style="list-style-type: none"> <li>• Explore</li> <li>• Investigate</li> <li>• Observe</li> <li>• Compare</li> <li>• Describe</li> <li>• Ask questions</li> <li>• Communicate ideas</li> <li>• Face challenges</li> <li>• Solve problems</li> <li>• Try things out</li> <li>• Test ideas</li> <li>• Make predictions</li> <li>• Record</li> <li>• Draw conclusions</li> <li>• Sort and classify</li> <li>• Measure.</li> </ul>

<p><b>IMPLEMENTATION</b></p>	<p>Science is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.          We use planned themes and unplanned moments that present themselves, to talk about living things, materials and changes. These include natural objects, new life and recycling.</p> <p>For each topic we have identified the scientific knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.</p> <p>Opportunities are also provided for children to practise and apply scientific knowledge and skills through investigation and exploration in all areas of the provision.</p> <p>An investigation area is resourced with a range of scientific equipment and materials which offer opportunities for children to observe, investigate, explore and experiment.</p> <p>Adults know the characteristics of a good scientist. They model technical language and scientific behaviours and attitudes encouraging children to ask questions, test out ideas, carry out investigations and draw conclusions.</p>	
<p><b>Key Vocabulary</b></p>	<p><b>question, fair, unfair, predict, explain, observe, compare, name, investigate, changes</b></p>	
<p><b>EYFS Topics/themes:</b></p>	<p style="text-align: center;"><b>Pre-School</b></p> <p style="text-align: center;">Ourselves          Celebrations          Happily Ever After          People Who Help Us          Holidays          Plants and Animals          Seasons</p>	<p style="text-align: center;"><b>Reception</b></p> <p style="text-align: center;">Marvellous Me          Let's Celebrate          It's a Wonderful World          Once Upon a Time          All Creatures Great and Small          Holidays          Commotion in the Ocean</p>

<p><b>Key Questions</b></p>	<ul style="list-style-type: none"><li>• <b>How can I stay fit &amp; healthy?</b></li><li>• <b>What are the different parts of my body called?</b></li><li>• <b>What are my senses?</b></li><li>• <b>What are the 4 seasons called?</b></li><li>• <b>How are the seasons different?</b></li><li>• <b>What order do the seasons occur?</b></li><li>• <b>What seasonal changes occur across the year?</b></li><li>• <b>What happens when water freezes?</b></li><li>• <b>What happens when ice melts?</b></li><li>• <b>What are different materials called?</b></li><li>• <b>How are materials the same/different to each other?</b></li><li>• <b>What happens in a life cycle of a plant/animal?</b></li><li>• <b>How are sea creatures different to humans?</b></li><li>• <b>What animals live in the polar regions/China?</b></li><li>• <b>How are animals that live in the cold adapted?</b></li><li>• <b>What does float/sink mean?</b></li><li>• <b>Which objects float/sink? Why is this?</b></li></ul>
<p><b>IMPACT</b></p>	<p><b>By the end of Foundation Stage we want children to be able to:</b></p> <ul style="list-style-type: none"><li>• Talk about the properties of materials.</li><li>• Make a sensible prediction.</li><li>• Record findings.</li><li>• Observe, notice and make comparisons.</li><li>• Talk about the characteristics of weather and seasons.</li><li>• Name the parts of plants and animals.</li><li>• Talk about similarities and differences.</li><li>• Draw conclusions.</li><li>• Talk about reversible and irreversible changes.</li><li>• Carry out an investigation.</li></ul>

<p>Early Learning Goals</p>	<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• <b>Talk about the lives of the people around them and their roles in society;</b></li><li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li><li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></li></ul> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></li><li>• <b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</b></li><li>• <b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></li></ul> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• <b>Explore the natural world around them, making observations and drawing pictures of animals and plants;</b></li><li>• <b>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;</b></li><li>• <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></li></ul>
-----------------------------	---

Find further information on how Science is taught at Fulfen Primary School on this page: [Science](#)