



## Science Curriculum Overview - EYFS

	Unit	Details
Autumn One	<b>Me and My World</b>	<p>As we begin to make sense of the world around us, we begin with me, myself and I and discover our own life cycle as in when I was a baby I could/ could not and now I can. We learn about our body through the story Funny Bones, as well as our 5 senses and how we can look after our teeth. During Harvest Festival time, we acknowledge local produce and think about healthy foods that help us grow and use these to create and make our own vegetable soup.</p> <p>During autumn we investigate British wildlife and begin to understand that some animals are nocturnal as we explore night and day as well as the concept of hibernation as animals prepare for winter. The children will look at different habitats, including the Arctic, and start to find similarities and differences. We explore seasonal changes and observe the changing world all around us, discussing when and how things grow and change over time. Each term the children will be able to explore their environment and take part in experiments, learning the scientific skills of observation, predicting and concluding.</p>
Autumn Two	<b>Autumn Celebrations/Winter Wonderland</b>	
Spring One	<b>Once upon a Time</b>	<p>During Spring term, we explore everyday materials, looking at how they are the same and different, what properties they have and how that makes them useful or otherwise! The children will also start to sort and classify. As Spring appears around them and their world changes, they will learn about new growth and what plants need to grow. We will observe plants and flowers and start to name their parts. We learn about the life cycle of flowers and how bees play a vital role within this called pollination. Through tadpoles, chickens and butterflies we gain real life experiences of the life cycle and recap our own life cycle as we recall what we were like as babies and what we might be like when we are older. With the new life of Spring, we use this opportunity to explore and name baby animals, with a specific focus on the farm. As such, we build on our knowledge of man-made and natural materials thinking about wool we get from a sheep and how we can use this. We grow our own vegetables and plants to understand how best to care for living things and to be able to identify what a flower/ vegetable/ plant needs to survive and link that back to ourselves and how to keep ourselves fit and healthy. Whilst cooking gingerbread men we think about how the materials we use change sometimes irreversibly. We further investigate the waterproof properties of materials through our STEM project how to keep the gingerbread man as he crosses the river.</p>
Spring Two	<b>Bugs, Buds and Blooms</b>	
Summer One	<b>Globetrotter</b>	<p>In summer, we look at our last season and the weather patterns it brings. We also look at light and shadow, with shadow Art. Through the space topic, we will start to look at simple forces and the effect they have on us. Through our Treasure theme, we design and create our own boats. We use our prior knowledge, from the gingerbread man, to think about waterproof materials, before exploring the concept of floating and sinking. As we learn about how best to keep our world safe, we explore through scientific inquiry, what happens to the sea creatures when oil is spilt into the sea and begin to think about pollution and the wider consequences. We focus on sound and how musical instruments produce sound and how it can travel through the air as we have live performances of sea shanties. As we leave for Year 1, we consider again our own life cycle and celebrate the changes we have made over this Reception Year.</p>
Summer Two	<b>Treasure</b>	