



Science Overview for Reception (EYFS)		
Children in reception will be...	Science is taught...	Science in reception looks like...
<p>Communication and language Learning new vocabulary Asking questions to find out more Articulating their ideas and thoughts in well-formed sentences. Engaging in non-fiction books</p> <p>Personal, social and emotional development Knowing and talking about the different factors that support their overall health and wellbeing, including: regular physical activity, healthy eating, tooth brushing and having a good sleep routine</p> <p>Understanding the world Exploring the natural world around them. - After close observation, they will draw pictures of the natural world, including animals and plants. - Observing and interacting with natural processes, such as ice melting, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water Describing what they see, hear and feel whilst outside. Recognising some environments that are different from the one in which they live. Understanding the effect of changing seasons on the natural world around them.</p>	<p>Science is taught in standalone lessons as well as in activities in continuous provision.</p> <p>Science appears through the following topics: <u>Autumn</u> Exploring materials as expressive artist and designers All about me, how I've grown and families Describe how people are different and similar Our senses Describing autumn (including fruits and vegetables) and winter Healthy food choices Changes in materials (Ice)</p> <p><u>Spring</u> Life cycles of animals What do we notice in the environment? Compare our home and school environment Describe spring Staying healthy - 'healthy me' PSHE Jigsaw</p> <p><u>Summer</u> Explore textures of materials Watching caterpillars grow to butterflies Plants (sunflowers) Describe summer Dinosaurs</p>	<p>Teacher Led and activities</p> <p>Teacher led lessons will vary in length, depending on the task design, learning content and the stage of the year the children are in. Lessons will gradually increase in length over the year, to help prepare the children for year one. By the summer term, lessons will be 30-40 minutes long. Lessons are not taught at regular intervals; they are only taught when linked to the topic.</p> <p>Lessons are individually sequenced to allow recap to any previous learning and language as well as introduction of new vocabulary before new content is taught.</p> <p>Teacher led activities may include: Food sorting into groups Discussing how we have grown and how we are different from when we were babies Season walks around school Sequencing life cycles Discussing exercise and movement Reading non-fiction science books</p>
<p>Key Vocabulary</p> <p>Loud, quiet, volume, sound, Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun, material, metal, wood, rock, plastic, hard, glass, soft, paper, fabric, smooth, shiny, rough, tree, petals, trunk, fruit, vegetables, branch, roots, leaves, flowers, seed, stem, face, hair, leg, human, knee, animal, arm, fish, elbow, birds, back, head, toes, ear, hands, eye, fingers, mouth, Alive, Food, Unwell, Smell, Touch, Hear, Taste, See, Senses, sink, float, caterpillar, butterfly, melting, frozen, Science, Experiment, Find out, Explain, Why, Change, <i>Challenge: Reason, Fair, cycle, environment, texture</i></p>	<p>Wider provision</p> <p>Exploring: Magnetic toys Sinking/floating water trays Mirrors and reflection Torches Watch butterflies grow from caterpillars Non-fiction books fruits and vegetables seeds and plants Art table to explore materials Outside spaces to explore the changing outdoor environment</p>	



By the end of reception, children will be able to...

The Natural World

- 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.

People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, exploring texture, form and function