



EYFS Long Term Plan:-Understanding the World (Science)

Educational Programme	<p>Understanding the World</p> <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>
Characteristics of Effective Learning	<p>Playing and Exploring</p> <p>Children investigate and experience things, and 'have a go'.</p> <p>Active Learning</p> <p>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically</p> <p>Children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p>

<p>Development Matters</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
<p>Early Learning Goal</p>	<p>Understanding the World – The Natural World</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

	Autumn 1 Humans	Autumn 2 Materials including changing materials	Spring 1 Light	Spring 2 Forces	Summer 1 Living things and their habitats	Summer 2 Animals excluding humans
Key Vocabulary	Hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), Eyes (blue, brown, green, grey), Skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman	Ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, small, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-see through, source, light source, casting a shadow, pale, dark, transparent, opaque	Float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce, force, rotate, solid, liquid, gravity	Plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest, environment	Names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, environment, Polar regions, ocean, camouflage
Quality Text	Lucy's picture by Nicola Moon Happy in our skin by Fran Manushkin	The Three Little Pigs The Gingerbread Man	The day I met my shadow by Melissa Brun My shadow and me by Daisy Taylor	Who sank the boat by Pamela Allen Norman the slug with the silly shell by Sue Hendra	Sam plants a sunflower by Kate Petty Jack and the beanstalk	Farmyard Hullabaloo by Giles Andreae Animal Boogie by Debbie Harter

<p>Key Knowledge (Substantive)</p>	<p>Describe themselves, family, friends and community. Create pictures of themselves, family, friends and community and identify their distinguishing features. Talk about what they see when using a mirror. Compare hand, foot and fingerprints and talk about how they are different.</p>	<p>Explore a range of materials, including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions</p>	<p>Point out shadows in the playground. Explain when shadows can be seen in the playground. Talk about how shadows changes during the day. Identify the light source and the object making a shadow. Identify shadows that are dark and pale. Identify and describe a rainbow.</p>	<p>Know the shape of the object affects the way it falls Know that objects move in different ways through air Know what float and sink mean Know that by changing the shape of objects we can make them float. Know what happens when vehicles are rolled down ramps. Know that the paper used affects the way helicopters performed. Describe how objects fall with and without a parachute.</p>	<p>Name and describe plants and animals in the school grounds and their environment. Talk about how another environment is different to their surrounding natural environment. Understand that they do not damage the living things they encounter in the natural environment</p>	<p>Name animals that live in different habitats Describe animals that live in different habitats. Describe different habitats</p>
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<p>Key Skills (Disciplinary)</p>	<p>Ask question Make observations using simple equipment Talk about what they have done and found out while carrying out a range of activities Sort humans by their characteristics. Record their observations when drawing</p>	<p>Ask questions Make observations using simple equipment Talk about what they have done and found out while carrying out a range of activities, such as: Explore a range of materials in a sensory way, including natural materials Comparing how materials change. Sort materials Record their observations</p>	<p>Ask questions Make observations Talk about what they have done and found out while carrying out a range of activities Explore and investigate Make direct comparisons when: Sort objects and materials Record their observations</p>	<p>Ask question Make observations Talk about what they have done and found out while carrying out a range of activities Explore and investigate Use equipment to measure Record their observations Carry out a test</p>	<p>Ask questions Make observations using simple equipment Talk about what they have done and found out while carrying out a range of activities Explore Record their observations when: Draw plants and animals they find.</p>	<p>Ask questions Make observations Talk about what they have found out about Sort animals Use non-fiction books to find out information.</p>
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