

Science in the Early Years at Water Street

Science in the Early Years is covered in the 'Understanding the World', 'Physical development' and 'Personal, Social and Emotional development' areas of the EYFS Curriculum. It is introduced through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

During their first year at school our children will explore creatures, people, plants and objects in their natural environments. They will observe and manipulate objects and materials to identify differences and similarities. They will also learn to use their senses to help them make observations and explain why so many things occur and to talk about changes.

Children will be encouraged to ask questions about why things happen and how things work. Children will be asked questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings.

What is expected in the Early Years? See Reception Curriculum Map	
The Reception Year	<p>PSED – Managing self Manage their own needs.</p> <p>Understanding the world – the natural world Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>
End of Year Early Learning Goals	<p>PSED - understanding the importance of healthy food choices.</p> <p>Physical Development – Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, 'screen time'</p> <p>The Natural World</p> <ul style="list-style-type: none">- 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.

What this looks like in Early Years?	
Continuous Provision Examples	<p>PSED</p> <p>Snack time – handwashing and healthy foods</p> <p>Handwashing – germs (The children love the pepper and soap experiment)</p> <p>Snuffle station</p> <p>Understanding the World – The Natural World</p> <p>Spring bulbs growing</p> <p>Summer flowers e.g. sunflowers, sweet peas, wild flowers</p> <p>Grow it, cook it and eat it – usually potatoes</p> <p>Bug hotel</p> <p>Caterpillar or ladybird life cycle</p> <p>Water and sand play – lots of it!</p> <p>Seasonal tables to investigate</p> <p>Seasonal change</p> <p>Materials</p>
Planned Adult Led Opportunities	<p>All about me theme – how I’m unique, what makes me me?</p> <p>Autumn/Harvest - observations, examine artefacts.</p> <p>Winter Topic – Jack frost always visits and send them a letter asking them to stop his ice melting</p> <p>Spring into life theme - How does it grow? – plant and animal life cycles theme (we always incorporate a trip here e.g. Thornton Farm, Tropical World) and link to extended ‘talk for writing’ and link to healthy food and other ways we stay healthy. We also have some creatures in the classroom for first hand observations, e.g. caterpillars or ladybird larvae.</p> <p>Summer – under water theme e.g. commotion in the ocean of rainbow fish</p> <p>Healthy lifestyles – PSED unit always includes food tasting, usually fruit as well as oral health.</p> <p>Seasonal change – we sing a weather song every morning and discuss the changing or the seasons and weather links throughout the year.</p>
Child Initiated Learning	<p><i>Additional child-initiated learning that is planned ‘in the moment’ as we maximise learning opportunities around the children’s own interests</i></p> <p>Examples...</p>

	<p>Child brings in an artefact like a home grown winter squash or a shell</p> <p>Child finds a 'creature'</p> <p>Weather – lots here! Winter weather especially.</p> <p>The water butt is empty – oh no, I wonder why?</p> <p>Construction with large loose parts outside</p> <p>Construction area inside</p> <p>A child goes on holiday somewhere</p> <p>Frosty morning</p> <p>A dewy spiders web</p> <p>The water tray freezes over</p> <p>Water play – floating, sinking, direction of flow – we build water creations from loose parts daily!</p> <p>Child see a hedgehog in their garden and we all get immersed in the theme</p> <p>New baby arrives in the family – every year! We LOVE this one!</p> <p><i>Child initiated science happens every day!</i></p>
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All of the above activities and skills, whether adult lead, continuous provision or child initiated prepare our children to continue their scientific learning in Year 1.

Year 1 Science Units Links:

- Animals (including humans)
- Everyday materials
- Plants