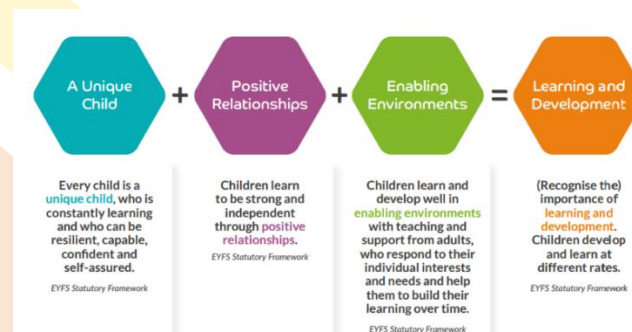
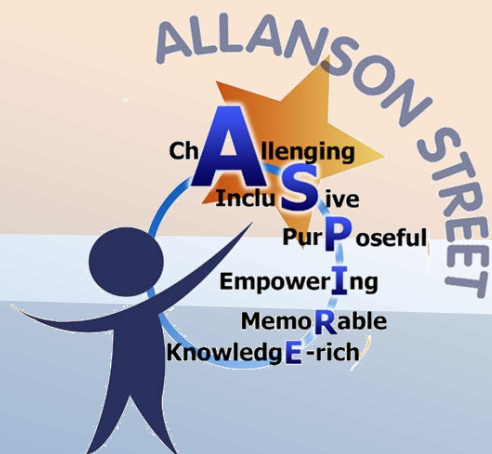


# EYFS: Understanding The World

## Overview with links to

# SCIENCE



When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.

When considering lessons, challenges, and curriculum coverage, we used the Development Matters to help support us in our decisions of what to teach and when.

These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

# Understanding The World








**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.**

**EYFS Statutory Educational Programme**

<b>Observation over time</b>	
<b>Pattern Seeking</b>	
<b>Identifying and classifying</b>	
<b>Comparative and fair testing</b>	
<b>Research using secondary sources</b>	



**Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.**

## The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

# EYFS SCIENCE Overview



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – SCIENCE

**Nursery**

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of these experiences are **planned and accessed within provision**. Each week, enhancements are used to support child’s understanding of the world around them. Across the year, within provision, children will learn to explore, investigate, classify, organise and compare. These skills are promoted and supported by the Early Years team.

During Autumn 1, Nursery will focus on the children’s **Senses** and the **Materials**. This will be through planned enhancements in continuous provision. The activities may include:

- Sensory activities such as gloop, shaving foam or jelly.
- Exploring materials from the story and ‘testing’ them to show why the wolf could blow them down.
- Focusing on senses when we talk about “All about me”. Using senses in provision, particularly in Discovery Cove. – light table, torches, mirrors, musical instruments, objects and materials (touch).
- Goldilocks and the 3 bears story – changes to materials (porridge) Senses – taste, choosing different flavourings.
- Provision – dough, water, sand (changes to material)
- Outdoor provision – daily routines – observe weather and appropriate clothing.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Opportunities to plant and tend to plants and observe minibeasts.



	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:
<b>Reception</b>  <b>Topic:</b> <b>All About Me/ Autumn</b>  <b>(HT1)</b>	1	Why do we have a heart? 	- To name body parts and their function - To know that we need to take care of our bodies to stay healthy	Body, healthy, heart, energy, blood, pump, exercise, vitamins, head, eyes, ears, mouth, fingers, toes, face, arms, legs, feet, chest	Start by singing – ‘Head, shoulders, knees and toes’. Talk to the children about these body parts. Why do we have them? What would happen if we didn’t have these body parts? Lets sing it again, stood up and doing the actions bigger. We will have to use more energy. Sing the song again but this time getting the children’s heart rate to be quicker. Have the children hold their hands upon their chest. What can you feel? What do you think is happening? Why is your heart beating so quickly after moving? Talk to the children about how exercise keeps us healthy and that our heart pushes blood around our body to keep us alive. Ask the children to think about ways we can keep our bodies healthy. Can they come up with a list of exercises/games that can be done to help keep us healthy – model writing on the board. <b>Children challenged to complete some of the exercises/activities in provision.</b>	
	2	What should we eat to make us healthy?	- To know what eating healthy means. To know some healthy foods.		Ask the children the following questions to start them thinking about food and drinks. What types of food and drinks do you like/dislike? What meals do we usually eat during the day? At what times are these meals eaten? How do you feel when it is nearly lunchtime or at other times when you need some food? Draw a person on the board and write or draw children’s responses to how they feel when they need food or a drink around the person (e.g. tummy rumbles, feel tired or grumpy, find it hard to work or concentrate). Talk to the children about why they think they might get these feelings. Explain that the body needs food, and water from drinks, to keep us alive. When we have feelings of hunger and thirst, it is our body reminding us that it needs food and water. Talk to the children about how you might feel when you eat too much. <b>Create a whole class bar chart showing the children’s favourite healthy foods and talk about results.</b>	
	3	How do we know it’s Autumn? 	- To recognise signs of Autumn - To know why leaves change colour.		Start by asking – what is Autumn? Children to feedback. Address and misconceptions. Go through Signs of autumn PP. Sing song *autumn leaves are falling down* Provide children with laminate signs of autumn checklist and go on a hunt to find different signs of autumn, children to find the different things and bring back to put in provision for exploration.	



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – SCIENCE

**Nursery**

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child’s understanding of the world around them. Across the year, within provision, children will learn to explore, investigate, classify, organise and compare. These skills are promoted and supported by the Early Years team.

During Autumn 2, Nursery will focus on **Autumn** This will be through planned enhancements in continuous provision. The activities may include:

- Exploring natural objects such acorns, pinecones, leaves etc
- Provision – materials – lentils, pumpkins, seasonal vegetables, Autumnal objects
- We’re going on a leaf hunt
- Changes to materials – Gingerbread
- Begin to understand the need to respect and care for the natural environment and all living things.
- Opportunities to plant and tend to plants and observe minibeasts.

- Autumn Walk around Forest school  
- Outdoor provision – daily routines – observe weather and appropriate clothing.



#	Lesson:	Objectives	Vocabulary:	Input:	Book link:
<b>Reception</b>  <b>Topic: Celebrations/ Autumn</b>  <b>(HT2)</b>	1	Why are the autumn leaves different colours?	Seeds, disperse, conifer, hibernate, Autumn, change, weather, seasons, cooler, decay,	Sing the song – “Oh when the leaves, turn orange and red” (Oh when the saints music). Discuss the colours of the leaves, why are some yellow? Some orange? Some red? Why is this? Discuss that leaves are from different trees and this has some impact on the colour of the leaves. Talk about the shape of the leaves and how this can help us to know which type of tree they have fallen from. Using the leaves collected – discuss the colours and shape and match them to the Autumn leaf sheet. Using the cover of the book ‘Leaf Man’. Children to think about the types of leaves used. Children challenged to create their own leaf man.	
	2	How can we grow trees?		Recap on signs of autumn and show different pine cones. Explain that they come from the pine tree. What do the children notice about the different cones? Are they the same? Why not? Children to complete <a href="#">Pine Cone Experiment</a> in small groups. Talk to the children about how the pine cones behave differently in different weathers. Talk about why it is important for the pine cone to protect it’s seeds.	
	3	What is hibernation?		Recap on pine cones from last lesson. Are pine cones good for anything else? Do you know that they can be food? Talk about how different animals eat them/ the seeds. Talk about how trees are very important in autumn for dormice – they need to eat the berries, nuts and seeds from them. In autumn the dormice eat more than they usually would why? – link back to learning about healthy eating and eating too much. Watch video: <a href="https://www.youtube.com/watch?v=3hSGuYMOe3E">https://www.youtube.com/watch?v=3hSGuYMOe3E</a> about animals that hibernate. <b>Challenge the children to create a suitable hibernating home for a hedgehog or dormouse.</b>	



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – SCIENCE

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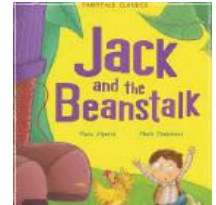
## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – SCIENCE

### Nursery

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of these experiences are planned and accessed within provision. Each week, enhancements are used to support child’s understanding of the world around them. Across the year, within provision, children will learn to explore, investigate, classify, organise and compare. These skills are promoted and supported by the Early Years team.

During Spring 2, Nursery will focus on **Spring, Life cycle of a bean and the life cycle of a butterfly**’ This will be through planned enhancements in continuous provision. The activities may include:




- Understand the key features of the life cycle of a plant and an animal.
- Visit to allotment
- Planting – outdoor and to take home.
- Caterpillars to butterfly
- Outdoor provision – daily routines – observe weather and appropriate clothing.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Opportunities to plant and tend to plants and observe minibeasts.








### Reception

**Topic: Animals/Plants & Growing**

(HT4)

#	Lesson:	Objectives	Vocabulary:	Input:	Book link:
1	What do we need to grow flowers? 	To observe a natural process i.e. plants growing. To know how to plant seeds To know that plants need things to stay alive/grow. To know Mother’s Day is a celebration.	Spring, roots, shoots, seed, soil, sprout, plant, water, light, growth, growing,	Explain to the children that in 4 weeks, it is Mother’s Day. Explain that this is a celebration to say thanks to mums, grandmas, foster parents etc. Discuss things that you may do to make you mothering figure on Mother’s Day. Help around the house? Clean bedroom, tidy toys away, write a card. Talk to the children about flowers being a common thing to be given on Mother’s day but instead of buying flowers, we are going to grow them and give them as a gift. Explain that flowers are grown, cut and sold in shops. We are going to be growing our own – model how to do this. Children to create their own. Monitor and write about this weekly.	
2	What is a tadpole?  	-To introduce life cycles -To understand that frogs go through many changes throughout their life. -To learn new vocabulary: amphibian, frog, tadpole, froglet and frogspawn.	Tree, petals, trunk, fruit, branch, leaves, bulb, flowers stem	Children will be asked to discuss the tadpoles we have in class. Allow children to discuss what will happen to them. Children to predict what will happen next? Explain the change into a frog is called metamorphosis. Ask the children if they think a tadpole will become a frog straight away or will their be other stages? We don’t go from a baby to an adult? The power point includes prompts regarding the stages of the life cycle. It includes a video at the start. Stop at 1:10. There is a JH song too. <a href="https://www.youtube.com/watch?v=ZUj0pNE0bVg">https://www.youtube.com/watch?v=ZUj0pNE0bVg</a> Watch Come Outside – Frogs at story time.  Children will complete and order the life cycle of a frog.	

	3	<p>Can a polar bear play with a lion?</p> 	<p>To discuss and recognise that environments are different to each other.</p> <p>To know that animals live in different places due to habitats.</p> <p>To know that animals need to live in different places.</p>	<p>Herbivore carnivore omnivore animals habitat minibeast amphibian, frog, tadpole, froglet and frogspawn</p>	<p>Ask the questions, 'Can a polar bear play with a lion?' Children to discuss what this means. Think about what they eat and where they are from. Could they be friends? No. they live too far away from each other. One from North Pole and the other in Africa. What about the type of place they live? Hot? Cold, Rainy? etc. Talk to the children about animals that live in the 'wild' and animals that live in captivity. What animals live in the wild in the UK? Make a list on the board, draw animal next to it. Clear any misconceptions in terms of animals seen in the UK that live in captivity. Compare these to animals that live in hot and cold places on the planet, elephants, whales, penguins, giraffes, koala bears. Have a discussion about the type of places needed for these animals – need for hot weather etc.</p>	
	4	<p>Can all minibeasts live together in harmony?</p>  	<p>- To know what a minibeast is.</p> <p>- To know what different minibeasts need to survive.</p> <p>- To know how to take care of animals.</p> <p>-To compare habitats</p>		<p>Using the Bug hotel book, children to explore and discuss their knowledge and understanding of minibeasts. What is a minibeast. Where do they live? In the ground? Under rocks? In trees? In long grass? Discuss how each minibeast has a different habitat. How each minibeast needs different things to survive? Ask the children, Would a spider survive without a web? Possibly not as this is how they get their food. Would a ladybird survive in water etc.</p> <p>Explain that minibeasts can live near each other in harmony if their habitats are close by. How could we get the habitats close by? Talk to the children about the 'Bug Hotel' and whether we could create a bug hotel to house all the different minibeasts.</p> <p>Children to work in groups to create part of a minibeasts house- Each group have a different minibeast to house. Children to use books to support their knowledge and research.</p>	



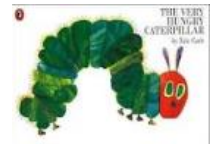
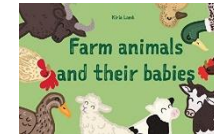
## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – SCIENCE


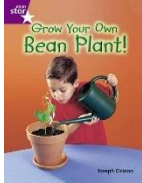



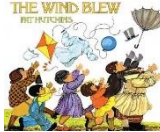

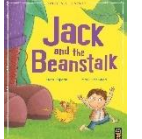
**Nursery**

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During Summer 1, Nursery will focus on **Life cycles: baby animals and their mothers** This will be through planned enhancements in continuous provision. The activities may include:


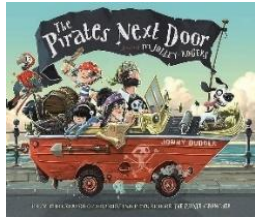




- Understand the key features of the life cycle of a plant and an animal.
- Begin to make sense of their own life-story and family’s history. (baby to child to adult) baby to mother animals names.
- Visit to farm
- Outdoor provision – daily routines – observe weather and appropriate clothing.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Opportunities to plant and tend to plants and observe minibeasts.



#	Lesson:	Objectives	Vocabulary:	Input:	Book link:
<b>Reception</b>  <b>Topic: Traditional Tales</b>  <b>(HT5)</b>	1	How did Jack's bean grow so quick? 	Bean, beanstalk, roots, leaf, leaves, growth, height, tall, short, soil, shoots,	<p>After reading the part of the story where the beanstalk has grown. Show the children some real beans. Explain that these are just like the ones in the story. Ask if they want to have another beanstalk in class. Throw them to the floor and wait. Why hasn't anything grown? Jack had gone to sleep? Lets all have a sleep. Wait 10 seconds... why hasn't anything grown? Discussion over what a plant may need to grow i.e. soil, water, sunlight etc.</p> <p>After a discussion on the beans not being magic beans, model planting the bean in some soil and watering them, placing it in the sunlight. Talk to the children about how plants take time to grow just like us. Model completing the first page of the 'Bean Diary' and explain that we will be watching their growth all of this half term.</p> <p>Children to plant their own bean and complete their bean diary.</p>	
	2	What do we see in Spring? 	- To know the signs of Spring. -To observe the natural world.	<p>Ask the children about the previous season 'Autumn' and 'Winter'. What do we know about it? How do we know that Winter is over? What season is it now? How do we know it is Spring? Read the book <b>'What do we see in Spring?'</b> Discuss the text, asking children to share their own experiences of Spring. Explain that we will be going outside to draw signs of spring. What things might we draw? Children to be challenge to observe and draw signs of spring.</p>	
	3	Why don't the pigs like wind? 	- To know what wind is. - To know that wind is created in different ways - To create objects to make wind.	<p>Recap on the story of three little pigs. Why wasn't the wolf's blowing strong enough? Why couldn't he knock down the house? Could wind really knock down a house?</p> <p>Explain to the children about what wind is and how its created. Discuss how we use wind to help us i.e. boats, wind turbines, hanging washing out to dry, flying kites, paper airplanes.</p> <p>Explain that there is natural wind and man-made wind Show examples of this. Today we will be looking at man made wind – just like the wolf.</p> <p><b>Challenge</b> the children to get the feather from one side of the room to the other- what will be the best way of doing this? Blowing? Creating an item?</p>	
	4	How tall is our beanstalks? 	- To observe the natural world. - To draw pictures of the natural world including plants.	<p>Although on going discussions will have been happening within continuous provision, this lesson is an opportunity for all children to gather and discuss what has been observed with their beanstalk. Adult to model language and discussion of the growth of the beanstalk.</p> <p>Children to have beanstalks (1 between 2) to observe and discuss. How tall is the beanstalk? Can you name any of the plant's parts? (roots? Leaf) Have we noticed anything growing?</p>	



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – SCIENCE

<p><b>Nursery</b></p>	<p>Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of these experiences are planned and accessed within provision. Each week, enhancements are used to support child’s understanding of the world around them. Across the year, within provision, children will learn to explore, investigate, classify, organise and compare. These skills are promoted and supported by the Early Years team.</p> <p>During Summer 2, Nursery will focus on ‘<b>Summer – Changes to the weather</b>’. This will be through planned enhancements in continuous provision. The activities may include:</p> <ul style="list-style-type: none"> <li>- Investigating floating and sinking.</li> <li>- Outdoor provision – daily routines – observe weather and appropriate clothing.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Opportunities to plant and tend to plants and observe minibeasts.</li> </ul>					
<p><b>Reception</b></p> <p><b>Topic: Journeys and Pirates (HT6)</b></p>	<p>#</p>	<p><b>Lesson:</b></p>	<p><b>Objectives</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Input:</b></p>	<p><b>Book link:</b></p>
<p>1</p>	<p>How do you make a boat float?</p> 	<p>To observe and discuss how boats float To find out materials which float. To make a boat that floats</p>	<p>Float, sink, material, water-proof, Identify, amount, weather, season, summer,</p>	<p>After reading the story ‘The Pirate Next Door’ discuss how the pirates ship didn’t sink in the water? Recap on materials (3 little pugs). How can we create a boat that floats on the water? What materials should we use? How can we fix them together? Challenge the children to create a ship that floats. Explain that we are going to keep it fair and that each boat had to carry 4 little pirates to ensure they had the same weight onboard. They would also be using the same water.</p> <p>Children to create a boat that floats with their pirates on – various materials available.</p>		
<p>2</p>	<p>What are signs of summer?</p> 	<p>- To know some seasonal features of summer. - To know weather changes depending on the season.</p>		<p>A suitcase full of clothes. One was for a winter holiday and one was a summer holiday. Explain that the suitcases have been mixed up and its our job to sort them. Children to help sort each item explaining its use for the season. Link each item to the natural world i.e. we need sunglasses because the weather is much more sunnier and therefore we need to protect our eyes.</p> <p>Read the book – What do we see in summer? – discuss what we learn from the book.</p>		
<p>3</p>	<p>How many bugs are in our garden?</p> 	<p>- to identify bugs - to be able to classify some bugs as insects.</p>		<p>Talk the children about the Bug Hotel they made, earlier in the year. Have the children spotted any more bugs or insects since we create the homes? What bugs have we seen? Can the children name any insects? Or arachnids? Etc. Today we will be focusing just on insects. Explain what an insect is. Explain that today, not only were we going on a bug hunt, we would also be counting the ones we found. Which is our most popular insect and which insects haven’t visited us.</p>		



# Continuous Provision & Enhancements

## What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

## What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. An example linked to Understanding the World – while learning about minibeasts, staff will add magnifying glasses, bug hunt sheets and an insect identification card. This will allow children to further develop their knowledge of minibeasts and promote independent research of insects.

Children can be found learning about ‘Science’ (Understanding the World) in all areas of the continuous provision, indoor and outdoor. Children will have their knowledge and skills extended, developed, and revisited during **Forest School**.



# Assessment and Planning Cycle

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

## Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this. Early years foundation stage statutory framework (2023)**

## Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

**The ELG’s are a statutory assessment and not how we plan our curriculum.**

### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

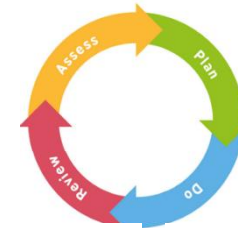
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

## Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

**Assessment Doughnut tool**

