



UTW Science

Understanding the World	Development Matters	Birth to 5 Matters	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<p><u>Nursery</u></p> <ul style="list-style-type: none"> Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time 	<p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> Discussions around snack time and lunch time - healthy eating choices. Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise. Story time and circle time to explore books focusing on staying healthy and the human body. Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes... Talking about our pets at home and drawing out pets in our family portraits. <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> Exploring school's grounds and observing seasonal changes in the Autumn. Exploring natural autumnal resources in a Tuff Tray, asking questions and making/drawing observations. Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn. Explore harvest time in the UK and farming at harvest time. Observe seasonal weather changes and longer nights in the autumn compared to the summer. Observe and explain decomposition of pumpkins <p><i>Festivals:</i></p> <ul style="list-style-type: none"> Explore festival origins/celebrations across the world, using a world map/globe. Observe changes – light <p><u>Spring Term:</u></p> <p><i>Seasonal Changes – Winter & Spring:</i></p> <ul style="list-style-type: none"> Exploring schools' grounds and observing seasonal changes in the winter/spring. Explore compare/contrast our environment with polar regions. Discuss global warming and the impact on polar regions Observe seasonal weather changes in the winter/spring (ice exploration) Observe, question and draw spring plants/spring growth. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> I know some foods that are healthy and not healthy. I know why we need to wash our hands and brush our teeth. I know how to use the toilet. I know how to get myself dressed. I know some body parts and can say what they do. I know who is in my family, including pets. I know the difference between animals and plants. I know the names of different animals: from our country and far away. I know the names of the four seasons. I know what the weather is like in each of the seasons. I know the main changes that happen in Autumn, Winter, Spring and Summer. I know that ice melts when it gets hot. I know that water turns into ice when it freezes. I know that some animals sleep during the winter. I know that the weather is different in different parts of the world. I know that a plant needs light, soil and water to grow. I know that plants die if they don't have enough water. I know that some food grows on trees and some comes from plants on and under the ground. I know that a tadpole becomes a frog and a caterpillar becomes a butterfly. I know that some materials float and some sink. I know that some materials are more suited to jobs than others. I know that my actions affect the world. I know the name of some insects. <p><u>Vocabulary:</u></p>

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	<p>Reception:</p> <ul style="list-style-type: none"> Learn new vocabulary Ask questions to find out more and to check what has been said to them Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen Use new vocabulary in different contexts Know and talk about different factors that support overall health and wellbeing such as: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine Being a safe pedestrian. 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>Reception:</p> <ul style="list-style-type: none"> Knows about similarities and differences in relation to objects, materials and living things. Makes observations of animals and plants and explains why some things occur, and talks about changes 	<ul style="list-style-type: none"> Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations. Spring walk around School grounds describing and discussing what is found. <i>Exploring our school pond.</i> Explore the life cycle of frogs and butterflies. Explore the life cycle of plants Still life observations and drawings of spring flowers. <p><i>Food:</i></p> <ul style="list-style-type: none"> Planting seeds and plants Discover, compare and contrast food produce/grown in different climates around the world. Floating and sinking exploration. Materials – what is the best material for the Three Pigs to build a house out of? <p>Summer Term: <i>Seasonal Changes – Summer:</i></p> <ul style="list-style-type: none"> Exploring schools' grounds and observing seasonal changes in the summer. Observe seasonal weather changes in the summer Explore looking after our community environment and recycling. Discuss how we can help look after our local and world environments. Observe, explore and compare contrasting natural environments native to Australia, polar regions and Africa. Knowing where different animals come from. Explore creatures that live in the sea. <p><i>The UK outdoors:</i></p> <ul style="list-style-type: none"> Explore, observe and identify UK minibeasts. Look after our local environment – build minibeast houses 	<ul style="list-style-type: none"> Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin. Dog, cat, fish, hamster, rabbit cow, horse, sheep, goat, elephant. tiger, lion, crocodile, giraffe. Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, farming, leaves, light, dark, desert, polar. Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, bush, water. Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon. Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light, Pollution, recycle, rubbish, environment, community. Minibeast, ant, spider, worm, snail, habitat.
	<p>ELG: 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, 			

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	<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Managing Self</p> <ul style="list-style-type: none">• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Make comments about what they have heard and ask questions to clarify their understanding.		
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