

ST HUGH'S CATHOLIC PRIMARY SCHOOL



LONG TERM PLANNING – SCIENCE – EYFS

EYFS Framework	
Communication and Language	<p>Learn new vocabulary.</p> <ul style="list-style-type: none">• 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 help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Use new vocabulary in different contexts.
Personal, Social and Emotional Development	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian
Understanding the World	<p>Explore the natural world around them.</p> <ul style="list-style-type: none">• Describe what they see, hear and feel while they are 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.

Early Learning Goals		
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding.
Personal, Social and Emotional Development	Managing Self	<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.
Understanding the World	The Natural World	<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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Festivals & Celebrations	Amazing Animals	Come Outside	Ticket To Ride	Superheroes
<ul style="list-style-type: none"> • Know the names of the four seasons Summer/Autumn • Know the ‘typical’ type of weather for each season. • Understand the effect of changing seasons on the natural world around them. e.g. seasonal changes to trees/plants. • Explore the natural world around them and talk about the different plant/animal life that exists. • Describe what they see, hear and feel whilst outside. • Use a wide topic vocabulary to describe what they experience with their senses. 	<ul style="list-style-type: none"> • Know the names of the four seasons – Autumn/Winter • Know the ‘typical’ type of weather for each season. • Understand the effect of changing seasons on the natural world around them. e.g. seasonal changes to trees/plants; very cold weather can cause water to freeze, warmer weather will cause ice to melt. • Explore the natural world around them and talk about the natural materials that are in their environment. • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Know the names of the four seasons- Winter • Know the ‘typical’ type of weather for each season. • Understand the effect of changing seasons on the natural world around them. e.g. seasonal changes to trees/plants; very cold weather can cause water to freeze, warmer weather will cause ice to melt. • Explore the natural world around them and talk about the different animal life that exists. Make observations and draw pictures of animal life that they see. 	<ul style="list-style-type: none"> • Know the names of the four seasons- Winter/Spring • Know the ‘typical’ type of weather for each season. • Understand the effect of changing seasons on the natural world around them. e.g. seasonal changes to trees/plants; • Explore the natural world around them and talk about the different plant life that exists. Make observations and draw pictures of plant life that they see. • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Know the names of the four seasons- Spring/Summer • Know the ‘typical’ type of weather for each season. • Understand the effect of changing seasons on the natural world around them. E.g. seasonal changes to trees/plants; • Understand some important processes in the natural world around them. Explore how things move. • Explore and talk about forces that they can feel. (3 + 4 year-old revisit). • Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • Know the names of the four seasons- Summer • Know the ‘typical’ type of weather for each season. • Understand the effect of changing seasons on the natural world around them. E.g. seasonal changes to trees/plants; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

<ul style="list-style-type: none"> ● Know why keeping healthy, physically is important – sleep, exercise, healthy diet. ● Manage their own personal hygiene needs – washing hands before eating and going to the toilet 	<ul style="list-style-type: none"> ● <i>Understand some important processes and changes in the natural world around them: changing states of matter.</i> ● <i>Understand processes such as freezing and melting. e.g. how ice is formed and what happens to it in the sun</i> ● <i>Understand processes such as heating and cooling e.g. in cooking</i> 	<ul style="list-style-type: none"> ● <i>Describe what they see, hear and feel whilst outside.</i> ● <i>Recognise some environments that are different to the one in which they live</i> drawing on their own experiences and what has been read in class. Look at very hot/cold countries and how the animal life differs. 	<ul style="list-style-type: none"> ● <i>Recognise some environments that are different to the one in which they live</i> drawing on their own experiences and what has been read in class. ● Know that different plants grow in different environments.eg some plants need very hot conditions, while other plants require shade. 	<ul style="list-style-type: none"> ● Talk about how forces can change the direction of moving things e.g. sail boats on water, windmills, kites. ● Know the wind is a force that you can feel but not see. ● Talk about how you can see the impact of wind as a force in action. ● Talk about the forces needed to make things work e.g. push, pull toys. ● Begin to explain how things work ● <i>Describe what they see, hear and feel whilst outside.</i> 	
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