

Ashtree Primary School and Nursery Medium Term Plan for Science

EYFS - Nursery – All About Me

Key Vocabulary

Model and encourage children to use vocabulary such as: grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf

Expose children to supplementary vocabulary such as: life cycle, senses, elderly, die (if appropriate)

Key Knowledge

Children can be taught key knowledge by following the steps below:

1. What is a family? Who lives in your home? Do you have family in different homes?
2. Look at photos of our families, are they all the same? What can notice that is different about our family groups? **RP – Using the display, use pupil voice to discuss what the children can see**

See Growth Plan for further information

Development Matters 2020 – Three & Four Year Olds – Understanding the World –

Use all their senses in hands-on exploration of natural materials.

Begin to make sense of their own life-story and family's history.

Understand the key features of the life cycle of a plant and an animal

Personal, Social and Emotional Development

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

Working Scientifically Skills

Classification - Sort images of humans according to their age, Sort using different senses. Which do you like/not like?

Observing over time - How does a baby change over time?

Research using secondary sources - Find out about the human life-cycle from an expectant mother, parent with a baby and elderly person.

Suggested Activities

Opportunities to learn about the life cycles of humans • Looking at photographs of the children as babies • Sharing books about how to look after a baby • Talking to an expectant mother, parent with a baby and elderly person • Talking to adults about photographs of the adults at different ages • Identifying pictures of babies, toddlers, children, adults and old people in magazines or other media • Drawing humans at different ages

Opportunities to learn about how to take care of themselves • Talking about how they look after their own health and hygiene • Noticing when they feel hot and cold and how to respond to this • Choosing appropriate materials to protect themselves from the Sun

Opportunities to learn about their senses • Exploring the natural environment with their senses • Exploring objects using their senses e.g. smelling pots, feely bags, listening pots etc. • Sorting collections of natural objects using their senses e.g. bark, pebbles, feathers, seeds, cones, leaves, sticks • Looking closely at natural objects using a magnifying glass or app on a tablet • Going on a sound walk • Playing guessing games where children pick an object and either describe it or are asked questions in order to identify it • Playing listening games • Sharing books about senses and sensory impairments • Tasting food

Possible Misconceptions

Some children may think:

- babies are in a mummy's stomach

This will lead to . . .

- Talk about members of their immediate family and community. (Reception)
- Name and describe people who are familiar to them. (Reception)
- Describe what they see, hear and feel whilst outside. (Reception)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans)