

Ashtree Primary School and Nursery Medium Term Plan for Science

EYFS - Reception – All About Me

Model and encourage children to use vocabulary such as: hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman

Expose children to supplementary vocabulary such as: bald, elderly, wrinkles, male, female, freckles

Key Knowledge

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

1. Recap from Nursery, who are in our families and how families can be very different.
2. Discuss other people we know and how we know them (e.g. in school, aunts and uncles, at a club etc)
3. Describe how we are the same and different to people in our immediate family. RP in CIL – Can the children sort the mini me's into different criteria?
4. Investigate how we are the same and different in our class **RP in CIL – Can the children sort their mini me's into different criteria?**
5. Discuss how we make sure we are healthy
6. Discuss how we can make sure we are safe **RP -Link to Owl Babies. Do children know how to stay safe if they are lost?**

Prior Learning

Development Matters 2020 – Three & Four Year Olds

- 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.
- Begin to understand the need to respect and care for the natural environment and all living things.

Reception

Development Matters 2020 – Reception – Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Manage their own needs.

Physical Development

- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian.
- Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene.

Mathematics

- Compare length, weight and capacity.

Working Scientifically Skills

Classification - Sort images of people according to their characteristics.

Researching using secondary sources - Find out information from visitors (dentist, nurse etc.).

Pattern seeking - Are taller children faster? Are taller children stronger?

Curriculum enhancements

- A visit from a doctor or nurse

Suggested Activities

Opportunities to describe people who are familiar to them

Talking about themselves, friends, family and community using photographs

Using mirrors to look at their faces

Creating pictures or collages of themselves, friends, family and community

Making hand and footprints using paint

Making fingerprints using ink pads

Encourage children to look at photographs of different people and to describe them.

Encourage children to describe their friends and family using photographs to help Encourage children to talk about how their friends and family are the same and different.

Encourage children to compare themselves to characters in books.

Using a 'magic' mirror which shows everything about them and getting children to describe themselves and how they are special

Sharing books about different types of families

Opportunities to learn about how to take care of themselves

Demonstrating and talking about how they look after themselves

Talking about other people that look after them

Talking to a dentist, nurse, meal supervisor/school cook, road crossing supervisor etc.

Sharing videos of people who care for us and how we look after ourselves

Possible Misconceptions

Some children may think:

- sons look like their fathers and daughters look like their mothers.

This will lead to . . .

In Year 1 – Animals including Humans, the children will learn to,

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.