

Cycle 1 +2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS1	<p>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</p> <ul style="list-style-type: none"> <li>• playing and exploring – children investigate and experience things, and ‘have a go’</li> <li>• active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul> <p><b>Nursery continuous provision opportunities to develop scientific skills and knowledge through child initiated and adult led activities through the year –</b></p> <p>To explore and talk about different forces they can feel – water play, push and pull toys, cars and ramps, different surfaces, ropes, scooters, bouncy hoppers.</p> <p>To know how things work – floating and sinking activities, investigating how vehicles work, investigating magnets, programming moving toys such as floor turtles.</p> <p>To know about the need to respect and care for the natural environment and all living things – making bird feeders, bug hotels, picking up litter, looking after the school guinea pigs.</p> <p>To know about the differences between materials and the changes they notice – cooking activities such as baking bread, pizzas, porridge, making jelly, Gruffalo crumble.</p>					
FS2	<p>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</p> <ul style="list-style-type: none"> <li>• playing and exploring – children investigate and experience things, and ‘have a go’</li> <li>• active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> </ul>					

- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**Reception continuous provision opportunities to develop scientific skills and knowledge through child initiated and adult led activities through the year –**

To learn about some important processes and changes in the natural world, including states of matter – exploring seasons in the outdoor area, noticing weather, water play to investigate the flow of water, floating and sinking, exploring forces and movement using wheeled toys, tyres. To explore the natural world around them – investigation area - exploring how and why a magnet attracts an object, exploring colour, light and dark, characteristics of natural materials, moving parts in toys.

	To understand the effect of changing seasons on the natural world around them. To describe what they see, feel and hear whilst outside.	To explore and ask questions about the natural world around them. To explore light and dark through practical experiences. To be able to name some of the parts of the body.	To learn about some important processes and changes in the natural world, including states of matter. To identify and name a variety of everyday materials.	To understand the effect of changing seasons on the natural world around them. To describe what they see, feel and hear whilst outside. To learn about some important processes and changes in the natural world, including states of matter.	To explore and compare the similarities and differences between different animals.	To learn about how things work.
Year 1	Everyday Materials	Seasonal Change	Animals, Inc Humans	Plants Spring	Seasonal Change	
Year 2	Use of everyday Materials		Animals Inc Humans	Plants		Living things and their Habitats
Year 3	Light	Animals Inc Humans	Rocks	Plants		Forces and magnets
Year 4	Living things and their habitats	Animals, inc Humans	States of Matter	Sound		Electricity

# Science Coverage Map

Year 5	Living Things and their Habitats	Animals Inc Humans	Properties and changes	Earth and Space		Forces
Year 6	Evolution and Inheritance	Electricity + Light	Animals including Humans	Living things and their Habitats	Living things and their Habitats	

NB – Science taught to individual year groups meaning only one cycle required