

Science– EYFS– Autumn 1 –MTP Humans

TAPS Assessment: Forensic Footprints

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

EYFS Curriculum	Encouraging scientific enquiry	Experiences to initiate learning	
		Adults' role	Activity Outline
<p>Reception</p> <p>Pupils should be able to:</p> <p>Understanding the World -</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p><u>Common Misconceptions</u></p> <p>Some children may think:</p> <ul style="list-style-type: none"> • sons look like their fathers and daughters look like their mothers. 	<p>Classification</p> <p>Sort images of people according to their characteristics.</p> <p>Researching using secondary sources</p> <p>Find out information from visitors (dentist, nurse etc.).</p> <p>Pattern seeking</p> <p>Are taller children faster? Are taller children stronger?</p>	<ul style="list-style-type: none"> • 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 them. How their friends and family are the same and different. Encourage children to compare themselves to characters in books. Super Duper You/What I like about Me • Children to talk about the people who look after them, both within their family and the wider community. • Encourage children to compare their hand, foot and fingerprints with their friends. • Using a 'magic' mirror which shows everything about them get children to describe themselves and how they are special 	<p>-Talking about themselves, friends, family and community using photographs and sharing books about different types of families</p> <ul style="list-style-type: none"> • Using mirrors to look at their faces • Creating pictures or collages of themselves, friends, family and community • Making hand and footprints using paint • Using a 'magic' mirror which shows everything about them and getting children to describe themselves and how they are special <p>Opportunities in the role-play corner to show how people take care of them</p> <ul style="list-style-type: none"> • Doctor • Nurse • Dentist • Optician

Prior Learning: Begin to make sense of their own life-story and family's history. (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. (Nursery)

Future Learning: 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)

Links with other areas of learning –

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.

Science – EYFS – Autumn 2 – MTP (Seasonal Change)

TAPs Assessment: Senses Walk

<p>Model and encourage children to use vocabulary such as: • spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers Expose children to supplementary vocabulary such as: • hibernate, migrate, snowflake</p>			
EYFS Curriculum	Encouraging scientific enquiry	Adults' role	Experiences to initiate learning Activity Outline
<p>Reception Pupils should be able to:</p> <p>Understanding the World –</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. <p>Common Misconceptions</p> <p>Some children may think:</p> <ul style="list-style-type: none"> • it always snows in winter • it is always hot in the summer • all babies and young animals are born in spring • plants only have flowers in the spring and summer • animals sleep during winter • it rains to help the plants grow • when it is hotter, it is because the Sun is closer 	<p>Classification</p> <ul style="list-style-type: none"> • Which clothes are suitable for each season? <p>Observing over time</p> <ul style="list-style-type: none"> • How does a puddle change over time? • How does a snowman change as it melts • How does the natural world change with the seasons? <p>Researching using secondary sources</p> <ul style="list-style-type: none"> • Find out about how animals behave in different seasons. 	<ul style="list-style-type: none"> • Encourage children to talk about how they feel in different types of weather/seasons. • Encourage children to talk about the clothes they wear in different seasons and why. • Encourage children to talk about the weather throughout the year. • Encourage children to find shelter or make shelters to keep themselves dry in the rain or shade themselves when it is sunny. • Encourage children to talk about how the ground changes when it rains. • Encourage children to measure the size of puddles using their feet after it rains. • Encourage children to talk about how puddles change over time after it rains. • Encourage children to talk about the animals and plants that they find in different seasons. • Encourage children to ask questions about the weather and seasonal changes when sharing books about 	<p>-Opportunities to play and explore outside in all seasons and in different weather</p> <ul style="list-style-type: none"> • Drawing around puddles • Catching rain and hail in buckets • Catching snowflakes on frozen black paper and looking at them with magnifying glasses/ app on a tablet • Making icicles • Using scarves or pinwheels to explore the strength and direction of the wind • Looking at photographs of different seasons and types of weather <p>-Opportunities to observe living things throughout the year</p> <ul style="list-style-type: none"> • Going on seasonal walks to observe key features of the seasons • Making artwork with seasonal found objects

	<ul style="list-style-type: none"> • Find out about the weather and seasons. 	<p>different seasons and types of weather. Nursery Rhyme -Rain Rain Go Away. A Christmas Story (Brian Wildsmith)</p>	<p>Taking photographs of the minibeasts, birds and other animals they find in the school grounds at different times in the year (using binoculars)</p> <ul style="list-style-type: none"> • Matching animals and plants they find to pictures that identify them <p><u>Opportunities in the role-play corner to talk about the weather throughout the year</u></p> <p>Weather presenter Meteorologist</p>
<p>Prior Learning: • Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals, excluding humans)</p> <p>Future Learning: Observe changes across the four seasons. (Y1 – Seasonal changes) • Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes)</p>			

