

As Scientists we will have opportunities to explore and investigate our natural world and the world in which we live, especially under the sea and outdoors. We will investigate natural materials and their properties, looking closely at how they can change e.g seasonal changes over time. We will also have opportunities to venture into the wider world using all of our senses and hands on experiences, discovering new concepts and gaining a wider knowledge about our natural world.

Development Matters content:

Understanding The World

Birth – 3 Years

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

3-4 Years

- Explore natural materials both indoors and outdoors in our wider world.
- Explore and investigate materials and their properties
- Use their senses in hands on investigation and exploration of natural materials.
- Talk about the changes and differences between materials that we notice.
- Begin to understand the need to respect and care for the natural environment and all living things.

Broader curriculum in preparation for Foundation Two

During F1 we will be preparing to get ready for starting Reception/F2 and in doing so we will be:

- Start to explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Begin to recognise some environments that are different to the one in which they live.
- Begin to understand the effect of changing seasons on the natural world around them.

Scientific Vocabulary

Experiment	investigate,	find-out	explore	guess	predict
Ideas	smell	taste	touch	look	senses
investigation					

Autumn 1

Autumn objects Investigation and Exploration	Autumn Walk Trip	Fizzy Fireworks – Investigation
<p>Focussed Text:- ‘Owl Babies’</p> <p>Objectives:</p> <p>UTW</p> <p>Birth-3yrs</p> <ul style="list-style-type: none">- Explore natural materials, indoors and outside- Explore and respond to different natural phenomena in their setting and on trips <p>3-4yrs</p> <ul style="list-style-type: none">-Begin to understand the need to respect and care for the natural environment and all living things. <p>Allow the children to explore natural objects linked to Autumn using all of their senses. Lay a selection of natural seasonal objects in a tuff spot for the children to investigate and find out about during continuous provision time. The children can talk about things that they notice and seasonal changes in small groups. .</p>	<p>Focussed Text:- ‘Owl Babies’</p> <p>Objectives: -</p> <p>UTW</p> <p>Birth-3yrs</p> <ul style="list-style-type: none">- Repeat actions that have an effect.- Explore materials with different properties (Birth – 3 yrs)- Explore natural materials, indoors and outside (Birth – 3 yrs)- Explore and respond to different natural phenomena in their setting and on trips <p>3-4yrs</p> <ul style="list-style-type: none">- Use all their senses in hands-on exploration of natural materials- Talk about what they see, using a wide range of vocabulary- Begin to understand the need to respect and care for the natural environment and all living things. <p>CL</p> <p>3-4yrs</p> <ul style="list-style-type: none">- Enjoy listening to longer stories and can remember much of what happens-Use a wider range of vocabulary-Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Trip to Beverley Westwood / Autumn Walk around the school grounds – Recite the story ‘Owl Babies by Martin Wadell with the children. Explore the natural environment linking to the various settings in the story–dark wood. Autumn leaves and trees</p>	<p>Focussed Text:- ‘Owl Babies’</p> <p>Objectives:</p> <p>UTW</p> <p>Birth-3yrs</p> <ul style="list-style-type: none">- Repeat actions that have an effect.- Explore materials with different properties- <p>3-4yrs</p> <ul style="list-style-type: none">– Explore how things work- Talk about the differences between materials and changes they notice <p>CL</p> <p>3-4yrs</p> <ul style="list-style-type: none">-Use a wider range of vocabulary-Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Investigation</p> <p>Carry out a simple investigation to see if the children can create; fizzy fireworks linked to Bonfire Night.</p> <p>EYFS Fizzy Fireworks Science Experiment and Prompt Card Pack (twinkl.co.uk)</p> <p>Using method as stated in the link above, allow the children to follow the instructions with the adult to see if they can create their own fizzy fireworks. Pause throughout to prompt questions e.g. Can the children predict and guess what may happen? How could we create different colours? What did we add to the mixture to create the fizzy fireworks – vinegar etc... See if the children can continue to explore themselves, adding the various ingredients and following the simple method.</p>

	<p>etc...Allow the children to explore using all of their senses, focusing on listening to sounds, smelling the air and surroundings, looking at all the different features such as trees, grass, woodland paths etc... Discuss and talk about the various animals / insects that may live there and why? Discuss looking after our natural world and respecting habitats and where animals and insects live.</p>	
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Autumn 2

Exploring Sea Creatures and Life Under the Sea

Focussed Text:-'The Rainbow Fish'

Objectives:

UTW

Birth-3yrs

- Explore natural materials, indoors and outside
- Explore and respond to different natural phenomena in their setting and on trips

3-4yrs

- Use all their senses in hands-on exploration

Create a rock pool in the small world area, Set it up with sea creatures and under the sea wild life. Allow the children to explore and investigate which animals live under the sea and their characteristics. Chn to access this throughout the continuous provision and staff to enhance each week with various sea life and investigation tools e.g., magnifying glasses etc... Talk to the children about what they already know about sea creatures and prompt further questioning through play sessions.

Will The Rainbow Fish Sparkle? Investigation

Focussed Text:-'The Rainbow Fish'

Objectives:

UTW

Birth-3yrs

- Repeat actions that have an effect.
- Explore materials with different properties
- Explore natural materials, indoors and outside

3-4yrs

- Explore how things work
- Talk about the differences between materials and changes they notice

CL

3-4yrs

- Use a wider range of vocabulary
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Investigation

Carry out a simple investigation to see if the Rainbow Fish will sparkle in a dark cave. [EYFS Will Rainbow Fish Sparkle? Science Experiment and Prompt Card Pack \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/primary-science/primary-science-activities/primary-science-activities-100/y1-science-activities/primary-science-activities-100-100)

The children will be given a picture of The Rainbow Fish (with glitter on its scales) and see what happens when they shine it n the light. Discuss the light shining on the glitter to create a sparkly effect. Now allow the children to the shiny scales see what happens in the wise old octopus's dark cave. Discuss what happens and talk about the changes that occur and what the children notice. What do they think will happen if we shine a torch in the cave onto the fish? Allow

Trip to The Deep Sea Life Museum in Hull

Focussed Text:-'The Rainbow Fish'

Objectives:

UTW

Birth-3yrs

- Explore natural materials, indoors and outside
- Explore and respond to different natural phenomena in their setting and on trips

3-4yrs

- Use all their senses in hands-on exploration of natural materials. (3-4yrs)
- Talk about what they see, using a wide range of vocabulary (3-4yrs)
- Begin to understand the need to respect and care for the natural environment and all living things

CL

3-4yrs

- Use a wider range of vocabulary
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

The children will begin their visit to The Deep by taking part in a EYFS designed workshop called 'The Big Blue Sea' The children will be able to help their marine friends to give a story a happy ending? This story and play session allow the children to develop their imaginative language skills and also develop their understanding about marine and under the sea life.

Afterwards the children will be able to explore the museum and observe the fish and marine life more closely, asking and answering any questions they may have. The children will be able to touch the various sensory walls (ice wall) and talk about the various temperature changes and conditions some of the sea creatures and other land creatures live in.

	the children to investigate and find out what happens themselves using torches and other observation tools.	
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