











# Science Year Planner Reception

Term	Autumn 1	Autumn 2	All year	Summer 1
<b>Topic or Stand-Alone?</b>	Topic: <b>All about me</b>	Stand Alone: <b>Plane journey to 4 contrasting environments e.g. The Polar Regions, The Rainforest, The Desert and our Local Environment.</b> (Links to Geography.)	Stand Alone= <b>Seasons (All year)</b>	Topic: <b>Minibeasts</b>
<b>Enquiry Questions:</b>	<i>How do I look after my body?</i>	<i>How does ice change?</i>	<i>How does each season impact me?</i>	<i>What is a life cycle?</i>
<b>5 a Day Texts:</b>				

<b>Understanding the World EYFS Framework</b>	<b>ELG PSED: Managing Self</b>  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<b>ELG UTW: The Natural World</b>  Understand some important processes and changes in the natural world around them, <u>including states of matter.</u>	<b>ELG UTW: The Natural World</b>  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Understand some important processes and changes in the natural world around them.	<b>ELG UTW: The Natural World</b>  Explore the natural world around them, making observations and drawing pictures of animals.  Understand some important processes and changes in the natural world around them.
<b>Knowledge Content</b>	<ul style="list-style-type: none"> <li>• I know the importance of oral hygiene. (Includes tooth brushing workshop.)</li> <li>• I know how to look after our bodies and our own personal hygiene. (Include hand washing experiment.)</li> <li>• I know the importance of eating a variety of fruit and vegetables. (Include the school cook visiting.)</li> </ul>	<ul style="list-style-type: none"> <li>• I know ice, chocolate, bread and eggs can change states.</li> <li>• I know that some changes cannot be undone.</li> <li>• I know that some changes can happen more than once.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what the weather is like in different seasons.</li> <li>• I can observe changes in weather throughout the year.</li> <li>• I can observe how day length changes in winter and summer particularly.</li> <li>• I understand and can talk about what plants grown in each season.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a life cycle is.</li> <li>• I can describe the life cycle of a ladybird, butterfly and frog.</li> <li>• I know animals change as they grow.</li> </ul>
<b>Skills Content</b>  <b>Recognise</b> <b>Explore</b> <b>Investigate</b> <b>Understand</b> <b>Identify</b>	<ul style="list-style-type: none"> <li>• I know how to brush my teeth efficiently using the correct equipment.</li> </ul>  <ul style="list-style-type: none"> <li>• I can independently go to the toilet and wash</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my senses and hands to explore the changes of states and ask questions.</li> </ul> 	<ul style="list-style-type: none"> <li>• I can record using drawings my observations of the seasons.</li> </ul> 	<ul style="list-style-type: none"> <li>• I can observe animals and minibeasts closely.</li> </ul>  <ul style="list-style-type: none"> <li>• I can draw pictures of minibeasts and animals from observations. (Zoo and Discovery Garden)</li> </ul>

	<p>my hands after performing a simple hygiene test.</p> <ul style="list-style-type: none"> <li>I can independently dress myself using simple equipment i.e zips, poppers, buttons and velcro.</li> <li>I can make healthy food choices.</li> <li>I can identify and classify healthy and unhealthy food.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a simple test to explore the changes of states.</li> </ul> 	<ul style="list-style-type: none"> <li>I can observe and describe how each season makes me feel.</li> </ul>  <ul style="list-style-type: none"> <li>I can predict what the next season will be like. What will be the same and what will be different?</li> </ul>  <ul style="list-style-type: none"> <li>I can identify the plants that grow in the four seasons.</li> </ul>	 <ul style="list-style-type: none"> <li>I can select equipment and materials to use to create an animal habitat e.g. a bug hotel.</li> </ul>  <ul style="list-style-type: none"> <li>I can use my senses to explore the outdoor environment.</li> </ul> 
<p><b>Sequence of lessons</b></p>	<p>L1= Oral Hygiene L2= Washing hands L3= Getting dressed (Practise zips etc.) L4= Healthy eating workshop (Lizzie)</p>	<p>For each of these we will investigate and observe how they change through heating and cooling.</p> <p>L1= Ice play L2= Chocolate experiment L3= Toast L4= Egg</p>	<p>We will teach these seasons in this order for one week at different times in the year:</p> <p>Autumn Winter Spring Summer</p> <p>L1= Explore outdoor environment looking for signs of the season. Discuss weather, temperature and how it makes me feel. L2= Name and describe plants seen in the season. L3= Looking for and drawing observations of the growth of plants in the season. L4= Predict what the next season will be. What will be the same? What will be different?</p>	<p>L1= Launch with visit from Zoolab who bring a selection of insects for the children to observe and hold. Caterpillars in the classroom. L2= Compare with Mini beasts Hunt in the EYFS Garden/Meadow L3= Create our own habitat for minibeasts e.g. bug hotels L4= Life cycle of a Butterfly L5= Life cycle of a Ladybird L6= Trip to Newquay Zoo to see more insects and other animals, their environments, as well as opportunities to draw observations of animals</p>

			Seasons floor book and display is a working document throughout the year	
<b>Vocabulary:</b>	<p>hygiene washing clean oral care toothbrush toothpaste bacteria germs soap sanitiser bubbles dirty illness healthy food unhealthy food</p> <p>observe practical enquiry predict differences similarities question explain predict what might happen next/change</p>	<p>ice ice cubes water salt heat cold melt freeze solid liquid changing state room temperature</p> <p>observe practical enquiry prediction differences similarities syringe thermometer</p>	<p>autumn windy rain leaves harvest pumpkin conker acorn pine cone squirrel hedgehog</p> <p>winter ice cold icicles snow snowman ice skating igloo snowflakes woolly hat scarf boots gloves snowballs mittens jumper</p>	<p>life cycle egg caterpillar chrysalis butterfly larva pupa ladybird adult parent baby predator prey minibeasts insects bugs bee wasp spider earthworm snail slug cricket millipede woodlouse</p> <p>question explain</p>

			<p>spring grow roots shoots stem leaves daffodil tulip soil compost water light adult parent baby birth blossom</p> <p>summer beach sunflower sandcastle hot ice cream ice lolly sun hat sun cream sunglasses butterflies holiday seaside sun</p> <p>season temperature question explain</p>	<p>predict what might happen next/change observe binoculars magnifying glasses pooter</p>
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