

Yearly Skills & Knowledge Progression
Subject: Science
Year group: EYFS

| | Half Term 1 | Half Term 2 |
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| Autumn | <u>Personal, Social and Emotional development</u> <u>Managing Self</u> <ul style="list-style-type: none"> To understand how they can be hygienic and look after their personal needs | <u>Understanding the world</u> <u>The Natural World</u> <ul style="list-style-type: none"> To recognise my senses and know how I can use them outside |
| | <u>What can make this personal to Dovers Green?</u> <ul style="list-style-type: none"> Hygiene and personal care continuous provision opportunities—glitter hands (germs) | <u>What can make this personal to Dovers Green?</u> <ul style="list-style-type: none"> Outdoor investigations—forest school Senses—make comparisons between different areas see, hear, touch, smell (Local visits) Touch bins—sand trays, water, etc. butterflies |
| Spring | <u>Personal, Social and Emotional development</u> <u>Managing Self</u> <ul style="list-style-type: none"> To be able to identify which foods are healthy for their body and which foods are unhealthy. | <u>Understanding the world</u> <u>The Natural World</u> <ul style="list-style-type: none"> To explain what the natural world is and how we can care for it |
| | <u>What can make this personal to Dovers Green?</u> <ul style="list-style-type: none"> Practical healthy eating experiences—cooking with healthy ingredients, where do these foods come from Trip to local shop Gardening with Mrs Green Visit from canteen staff / local chef | <u>What can make this personal to Dovers Green?</u> <ul style="list-style-type: none"> Farm trip—learn about animals Visit from local animal sanctuary Lifecycle of a butterfly—butterfly gardens, releasing them into the local area |
| Summer | <u>Understanding the world</u> <u>The Natural World</u> <ul style="list-style-type: none"> To identify similarities and differences in the natural world around and other environments. | <u>Understanding the world</u> <u>The Natural World</u> <ul style="list-style-type: none"> I can understand the effect of changings seasons on the natural world around me |
| | <u>What can make this personal to Dovers Green?</u> <ul style="list-style-type: none"> Visits to local forest/ urban area to make comparisons Pond dipping | <u>What can make this personal to Dovers Green?</u> <ul style="list-style-type: none"> Forest school Weather gages Seasons diary as a class |

The development of SMSC and the promotion of British Values within Science - EYFS

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| SMSC | <p>Spiritual: Science supports spiritual development by providing many opportunities for children to think and reflect on the awe and wonder moments that occur in the natural world that show us what is special about life. Children begin to develop an awareness of the scale of living things from the smallest to the largest.</p> <p>Moral: Science can demonstrate and show children that different opinions need to be respected and valued. Pupils become increasingly curious which is encouraged through exploration and investigations. Children are encouraged to consider the immediate environment around them and how to look after it.</p> <p>Social: Science supports social development by exposing children to the power of collaborative working in the science community. Children work collaboratively when taking part in experiments and are encouraged to use the correct scientific vocabulary. We encourage children to take responsibility for their own and others safety. Children are developing an understanding that science has a big impact on the quality of our lives.</p> <p>Cultural: Science supports cultural development by looking at how scientists from a range of cultures and genders, including our own, have had a significant impact around the world.</p> |
| British Values | <p>Democracy; During teamwork we encourage the children to take the views of others into account by taking turns to share ideas. Children are also reminded to listen to instructions from others.</p> <p>Rule of Law; Remind children of rules we have for science investigations, understand the importance of safety rules and that there are consequences if rules aren't followed.</p> <p>Respect and Tolerance; Teaching children that scientific discoveries often come from a range of cultures. Mutual respect is encouraged by listening to others, working as a team, discussing what we find out as well as learning from others and offering support.</p> <p>Individual Liberty; Children are supported to make choices when planning an investigation. During discussions children begin to understand others may have a different point of view.</p> |