

Switched On Science: Stage EYFS - KS1 (Developing) Rolling Programme (Sensory Pathway)

The Early Years Foundation Stage Curriculum supports children's understanding of Science through the planning and teaching of 'Understanding the World.' Children find out about objects, materials and living things using all of their senses looking at similarities, differences, patterns and change. Both the environment and skilled practitioners foster curiosity and encourage explorative play, children are motivated/encouraged to ask questions about why things happen and how things work. The overview for Stages 1 – 5 has origins in the National curriculum and builds on prior learning within the EYFS. **Please see bridging document, EYFS / KS1**

| Classes: EYFSA, CE1 Stage: EYFS & KS1 | Autumn | | Spring | | Summer | |
|--|---|---|--|--|------------------------------------|----------------|
| Throughout each year | Topic: Seasonal Change Unit 16 Whatever the weather Every Key Stage One class should complete a Seasonal Changes Diary. Assessment Area: Seasonal Changes | | | | | |
| 2024-2025 Suggested Science topics For EYFS | My body and food | | Farms and growing | | Buildings construction and castles | |
| | 'Unit 4 save the Gingerbread Man' Kitchen safety Materials Human body food | Unit 13- Food of the Seasons develop skills and attitudes that help them to prepare and enjoy food that is healthy. They make the connection between seasons and food. | Into the Woods' Mini Beast and Habitats | Unit 5- Pets and Vets make the connection between their own needs and the needs of other animals. | Unit 6- Superhero materials | Unit 11- socks |

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| Skills Map - Science | | | |
|--|---|--|--|
| Early Years – Working Scientifically | | | |
| Observing closely | Performing Tests | Identifying and Classifying | Recording findings |
| <p>Through provision, focus groups and with adult support, can children...</p> <ul style="list-style-type: none"> • Discuss what they can see, touch, smell, hear or taste? • Use simple equipment to help them make observations? | <p>Through provision, focus groups and with adult support, can children...</p> <ul style="list-style-type: none"> • Perform a simple test? • Describe/ explain what they have done? | <p>Through provision, focus groups and with adult support, can children...</p> <ul style="list-style-type: none"> • Identify and classify things they observe? • Think of some questions to ask? • Answer some scientific questions? • Give a simple reason for their answer? • Explain what they have found out? | <p>Through provision, focus groups and with adult support, can children...</p> <ul style="list-style-type: none"> • Show their work using pictures, labels and captions? • Record their findings using standard units? • Record some information in a chart or table, or using ICT? |
| Early Years Greater Depth | | | |
| <ul style="list-style-type: none"> • Can they find out by watching, listening, tasting, smelling and touching? | <ul style="list-style-type: none"> • Can they give reasons for their answers? | <ul style="list-style-type: none"> • Can they discuss similarities and differences? • Can they explain what they have found out using scientific vocabulary? | <ul style="list-style-type: none"> • Can they compare measurements? |