






















Nursery		
Autumn: I am special, I am me!	Spring: All aboard!	Summer: Food!
<p>Subject specific activities: Skittles colour mixing Making clouds- water, shaving foam and food colouring. A senses walk Smelly pots- Can you guess what's inside.</p>	<p>Subject specific activities: Boats and ramps Junk Modelling boats- to make boat races in the water Whole School Science day- Biggest hand, feet and tallest person.</p> <p>Topic: Light 'What is the brightest light?'</p> <p>- Switch light sources on and off inside a den they have built-discuss what they can see in the dark and how it changes when a light source is on.</p> <ul style="list-style-type: none"> -  Compare the brightness of different light sources- discuss the sun as a light source. -  Classify which materials block light to protect us from the sun. -  Identify that we can see our reflection in shiny objects. Encourage children to predict which objects they will see their reflection in. 	<p>Subject specific activities: Investigate what will melt the ice- Lemon, salt, water. Looking at our senses- Fruit Salads Popcorn Making- can you hear the pops! Texture bags- What can you feel? Which fruit is inside?</p>
Reception		

Autumn: All about me (2 weeks) Traditional Tales	Spring: Starry Starry Night It's a Wonderful World	Summer: On the move We're going on a Summer Holiday
<p>Range 5: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Shows care and concern for living things and the environment.</p> <p>Range 6: Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about changes.</p>	<p>Range 5: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Shows care and concern for living things and the environment.</p> <p>Range 6: Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things. Makes observations of animals and plants and explains why some things occur, and talks about changes.</p>	<p>Range 5: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work.</p> <p>Range 6: Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things.</p>
<p>Topic: Living things and their habitats 'What can I see in the world around me?'</p> <p> </p> <p>- Learn about different plants- (trees, bushes, flowers)-find/ take photographs of these plants in the different areas of the school grounds.</p> <p>-Observe these plants closely and draw them. Draw a simple map to show how they find their favourite plants in school.</p>	<p>Topic: Seasonal Changes 'How do seasons change the world around me?'</p> <p> - Go on a seasonal walk to observe the key features.</p> <p>-Look at pictures of different seasons and make artwork with seasonal found objects-talk about materials being used.</p> <p> - Encourage children to talk and classify what they wear in different seasons.</p>	<p>Topic: Light 'What can I see outside?'</p> <p> - Talk about shadows you can see inside and outside. Identify the light source and the object.</p> <p> - Classify which objects/materials make dark shadows.</p> <p>-Measure shadows using non-standard units.</p>

<ul style="list-style-type: none"> -  Learn about different minibeasts- find/ take photographs of these in different areas of the school/ use magnifying glasses to observe. -Build minibeast homes-link to materials-test models to see if fit for purpose. - Find animals in different habitats. Ask questions about and describe these habitats. <p style="text-align: center;">Topic: Forces ‘What changes can I make?’</p> <ul style="list-style-type: none"> -  Observe/compare if objects float and sink. Encourage children to change objects e.g. cutting and peeling fruit or reshaping plasticene to see the effect. -  Observe/ compare how cars move down ramps and gutters. Encourage children to change how the cars rolled down. -Visit a contrasting natural environment e.g. a beach and find plants and animals in this contrasting environment/ Visit the zoo to see animals in different habitats. <p>Common Misconceptions:</p>	<ul style="list-style-type: none"> -  Look at how animals behave in this season build nests and lay eggs in the spring. -  Explore how a puddle changes after it has rained. <p style="text-align: center;">Topic: Materials Including Changing Materials ‘How do materials in the natural world change?’</p> <ul style="list-style-type: none"> -  Choose where to place ice cubes in the playground and measure using string around they how they change when they melt- draw pictures/ take photographs to record changes. -  Make popcorn on a fire. Observe changes and encourage children to ask questions about the materials and how they change- draw pictures/ take photographs to record changes. -Visit a farm to see young animals in the spring. <p>Common Misconceptions:</p>	<ul style="list-style-type: none"> -  Draw around shadows throughout the day to record how they change. -Make rainbows from sunlight e.g. bubbles, CD’s-ask questions about rainbows. <p style="text-align: center;">Topic: Earth and Space ‘What can I see outside?’</p> <ul style="list-style-type: none"> -  Talk about the changes children see with the sky at different times of the day. Find simple patterns in how temperature changes with movement/ obscuring of the sun. -Use binoculars or telescope to make distant objects appear larger and closer. -  Encourage children to ask questions about space and space travel. Make and test air propelled rockets to find which is best. -creative homework-observe the evening/ night sky with family <p>Common Misconceptions:</p>
<p>Adults role:</p> <p>Enabling environments:</p> <p>Ongoing provision:</p>	<p>Adults role:</p> <p>Enabling environments:</p> <p>Ongoing provision:</p>	<p>Adults role:</p> <p>Enabling environments:</p> <p>Ongoing provision: Shadow puppets</p>

		Children make shadows Read books about shadows and rainbows Sort small world animals into those active at night and those active in the day.
Ongoing Science skills:		
Key vocabulary:	Cross Curricular objectives (ELG):	
By the end of EYFS children will be able to:		