



Science

Early Years Framework Scheme

Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations
Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)
Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment
Long term memory development= LAST, LAST, LAST linked to the WALT

Through continuous provision Children in Reception will: CL – learn new vocabulary and use in different contexts. Ask questions to find out more and check what has been said to them. Articulate their ideas in well formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking. Explain how things work and why they might happen. PD – know and talk about general factors that support overall health and wellbeing. KUW – explore the natural world around them. Describe what they see, hear and feel while outside. Recognise environments that are different to the ones they live. Understand the effect of the changing seasons on the natural world around them

Continuous provision areas and activities that support learning and skill development that relate to science are: Indoors - Nature table, home corner, cooking, investigation table, art table, book corner, topic tables, story time
 Outdoors – nature area, forest school, flower bed, school garden, mud kitchen, construction, music centre

EYFS Science almanac – long term inquiry: observation and recording of weather & photographs of school oak tree. Enhancements	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Starting School and All About Me	Traditional Tales and Christmas	People Who Help Us	Into The Forest	Animals/Farm animals	Minibeasts