## EYFS Curriculum

Science

Nursery

3-4years	Autumn 1 curriculum
	Understanding the world- Animals (including humans)
I can make connections between the features of my family and other families.	Use a mirror to draw your face.
	<ul> <li>What is each part of the face called? Is my face the same as my friends? What is the same? What is not the same?</li> </ul>
	Key vocabulary: same change, nose, mouth, eyes, ears, head, hair.
	Role play area: to include mirrors and materials for drawing.
	Key text: My body, your body, Faces by John Wood and Danielle Jones.
	Understanding the world- Plants
I understand the key features of the life cycle of a plant	Children to work with the gardener to plant bulbs to study in the Spring term.
	What do you think these are?
	<ul> <li>Where will we put them?</li> <li>What will happen next? When do you think it will</li> </ul>
	happen? Children to look at the plants growing in the outdoor
	environment and be encouraged to make observations about them:
	<ul> <li>Where are the leaves/ flowers? How many flowers/ leaves can they see? What colour are they?</li> </ul>
	Key vocabulary: bulbs, daffodils, tulips, soil, leaf, flowers,
	Understanding the world- Seasonal Change

I can talk about what I can see, using a wide range of vocabulary.

I can use my senses in hands-on exploration of natural materials

Children to spend time exploring and describing outdoor spaces. What can they see, hear, smell, touch?

Summer/ Autumn Walks- children to collect items from around the outdoor spaces to inspect as a group.

Discussing the weather and appropriate clothing for the winter.

Key questions:

- What do the plants and trees look like at the moment?
   Can you describe them? Do you think they'll stay like this or change?
- What is the weather like today?
- What is the name of this season?

Key vocabulary: Summer, Autumn, weather, rain, seasons.

Role play area: to include Autumn-appropriate clothing.

## **Understanding the world- Materials**

Exploring materials in the nursery indoor and outdoor environment, sand, water, grass, wood, bricks,

Name the materials.

Children to be given opportunities to collect materials from the outdoor area that they are interested in to explore and describe.

I can explore materials with different properties.

I can explore natural materials, indoors and outdoors.

I can use all my senses in handson exploration of natural materials. Teacher to model observational and investigative skills. Ask out loud: 'I wonder if ...?' Teacher to support the children in planning simple investigations to answer their questions.

• Can you sort the materials you've collected into groups? Tell me about your groups.

Key vocabulary: same, not the same