

### Describe what they see, hear and feel outside

- Season walks – spring, summer, autumn, winter – use our senses
- Use clipboard for children to draw things they can see, hear, smell, taste and feel
- Visiting the library / woods – talking about what they can see – extended their vocabulary
- Outdoor environment stimulating – What can they see outside to play with? What can they hear? What wildlife can they hear? What can they feel? Can they feel the sand? Water? Mud?
- Discuss the changes in weather each day – Weather chart to discuss key changes and daily discussion
- Children have access to the outdoors each day
- Lots of discussion around wildlife in the outdoors – What can we see? What can we hear? E.g. the birds, bees, butterflies

### Understand the effect of changing seasons on the natural world around them:

- Season walks around school – How has our environment changed? How has the weather changes? The wildlife? Trees? Plants?
- Explore wildlife e.g., birds and the life cycle of other animals
- Explore hibernation of animals in the winter time – Why do animals hibernate? Make hibernation homes
- Discuss how we need to prepare for the weather changing e.g., wearing warmer clothes in Winter and wellies to keep our feet dry from the rain
- Explore new life e.g., plant life and animals in the Spring
- Discussion around nocturnal animals – Which animals come out at night?
- -melting ice experiment

### Understanding how things grow

- Growing and planting herbs in our garden
- Growing and planting plants / fruits / vegetables and seeds
- Understanding how to look after plants in the environment
- Explore how we have changed and adapted since we were babies – parents to send in photos of them as a baby, toddler and child
- Discuss key changes – How have we changed? What has changed? Think about size, hair colour, personality etc
- Create timelines – baby, toddler, adult
- Compare to other influential people – How have they changed – link it to the late Queen and the King with our London learning – How has he changed?
- Have their families changed? Do they have any new / old siblings?
- Discuss grandparents – Grandparents Day? How are our grandparents different to us?
- Link to baby animals and spring time – Mothers and their babies – How do they grow? How do they change over time?
- Exploring variety of books relating to the life cycles of different animals , insects etc

### **How do we provide a foundation of scientific skills and knowledge in EYFS?**

### **How does the learning in EYFS help pupils to build upon**

#### Understand of healthy foods and healthy choices

- Understanding which foods are healthy and unhealthy – varied snack choices
- Explore which foods are good / bad for our teeth
- Exploring where our food comes from – link to farm animals
- Growing own tomatoes in outdoor area. – discussing around how healthy food can be grown fresh at home
- Big focus on oral hygiene – Halton teeth visit
- Reading books focused on tooth brushing e.g. Give us a smile Cinderella – children to take home tooth packs containing a toothbrush and toothpaste
- Cooking healthy snacks / meals e.g. fruit kebabs, sandwiches for picnics etc
- Dentist role play

### Understanding the key features of a life- cycle for a plant or animal

- Life cycle of a butterfly experiences- caterpillars from insect lore – children to care and look after them
- Life cycle of a plant – plant own seeds and explore how they have changed and grown
- Look at the life cycle of a hen/ chicken – linking to the little red hen – How has the children changed over its life?
- Look in detail at the life cycle of a butterfly linking to Very Hungry Caterpillar book about growing and changing
- Life cycle labelling and ordering – writing key vocab
- Use living eggs to explore hatching of chickens.

### Investigating and exploring materials, as well as the forces they feel

- Exploring floating and sinking in the water tray
- Exploring different gradients and speeds when racing cars down the ramps. Using materials to change the speeds
- Exploring changes in materials when baking e.g. Easter cakes with chocolate from a solid to a liquid – What happened? How did that happen?
- Linking to the weather – looking at ice – How is ice created? How does it melt? Freeing characters from the ice!
- Exploring changes in sand – When it is wet and dry, as well as mud in the mud kitchen
- Drawing and painting in the snow in winter
- Exploring magnets