

## Science Medium Term Planning

Year: FS1

(to be utilised alongside the EYFS overview of coverage - shows when new learning will be introduced or covered more specifically. Most learning will be covered, consolidated and practised throughout the year through a variety of contexts and themes relevant to the time)

Term	Main Enquiry/Knowledge	Sub Questions	End Point	Subject Specific Vocabulary	Linked Visits in / Visits out/Experiences/Stories	Assessment will be based on a formative approach of children being able to answer the questions using the knowledge acquired over the term.
<b>Autumn Term</b>	<p>To sort materials (natural and man-made) and talk about how they are similar and how they are different, using an increasingly wide range of vocabulary.</p> <p>To find out how some materials can be change and develop vocabulary to describe the changes.</p>	<p>What is this made from? What other things can I find that are made from the same material?</p> <p>Why do these materials belong together? How are they the same?</p> <p>Can I find things that are hard/soft, rough/smooth, big/small, heavy/light etc? (link to concept cat, smooth/not smooth, rough/not rough etc.)</p> <p>What words describe how this feels/smells/tastes/looks/sounds?</p> <p>What is the same/different about these things?</p> <p>What does this feel/look like? When we mix this in/mix these together? What do you notice? What has changed?</p> <p>Why did that happen? When you did that, what did you notice happen?</p> <p>Can we change it back to how it was?</p> <p>What words describe how this feels/smells/tastes/looks/sounds?</p> <p>What can you do to this?</p>	<p>I can talk about and describe the features of different materials that I handle – what they feel, look, taste, smell, sound like. (as appropriate)</p> <p>I can sort object according to characteristics e.g. same – not the same (hard/not hard)</p> <p>I can describe how some materials change as I explore them. (e.g. baking)</p> <p>I know that some changes cannot be reversed.</p>	<p>Material</p> <p>Same/Not the same</p> <p>Hard/not hard</p> <p>Soft/not soft</p> <p>Smells</p> <p>Touch/feels</p> <p>Tastes</p> <p>Sounds</p> <p>Looks</p>	<p>Senses</p> <p>Materials (loose parts etc.)</p> <p>Sorting/Grouping/patterns (maths links)</p> <p>Autumn – natural materials, colours etc.</p> <p>Mental health awareness (Hello Yellow, stories to support PSED e.g. Have you filled a bucket? Maybe etc.)</p>	
<b>Spring Term</b>	<p>To understand how a human grows and changes over time.</p> <p>To talk about, ask questions and comment about the features of the plants, animals and natural materials they observe using an increasingly wide range of vocabulary.</p> <p>To understand the key features of the life cycle of plants and some animals.</p>	<p>How have we physically grown and changed so far? (Hist link)</p> <p>How will I grow and change as I get older? (Hist link)</p> <p>What can I do now, that I couldn't when I was a baby?</p> <p>What will happen to me as I get older – age of 5, 10, 15, 20, 50, 70 etc.?</p> <p>Why are the people in my family all different sizes and can do different things?</p> <p>What does this.... look like? How would I describe it? What do I notice? Is it like anything else that I have seen or know about – how?</p> <p>Where would I find/see it? When might I see it?</p> <p>Is it something I would see in my everyday life/locally?</p> <p>Animals – how does it move? What does it eat? What sounds does it make?</p> <p>Where does it live? What other animals are similar to it/how? (also different)</p> <p>Plants – where does it grow? How does it grow? How do we look after it – what does it need?</p> <p>Materials – what does this feel/look/smell/sound/taste (f appropriate) like?</p> <p>Where did it come from? How did it get there? What could it be used for?</p> <p>How does a caterpillar grow and change?</p> <p>How do humans grow and change overtime (History link)</p> <p>What happens to these plants/animals over time? How do they change? What is different?</p>	<p>I know that I am different now to when I was a baby.</p> <p>I know what a baby/toddler/child/adult is.</p> <p>I can describe the changes I see happening around me – e.g. seasonal, plant growth, caterpillars etc.</p> <p>I know that some animals have a different life cycle to humans.</p> <p>I can describe the key stages of the life cycle of a butterfly.</p>	<p>Grow</p> <p>Change</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Adult/grown up</p> <p>Animal</p> <p>Human</p> <p>Egg</p> <p>Caterpillar</p> <p>Butterfly</p>	<p>Growing and changing/Growth</p> <p>Life cycles/plants and animals/Spring</p> <p>Changes/Changing materials</p> <p>All about me/My Aspirations</p> <p>Important people/people who help us</p> <p>Extinction/endangered animals.</p> <p>Habitats -possible visit to a farm or zoo</p> <p>Minibeasts</p>	
<b>Summer Term</b>	<p>To understand the need to respect and care for the natural environment and all living things.</p> <p>To begin to understand the effect their behaviour can have on the environment</p>	<p>What steps can I take to look after the areas around my school/home/street?</p> <p>Why must I check with an adult before picking plants?</p> <p>Why do I need to make sure I put minibeasts back where I find them?</p> <p>How do we take care of living things?</p> <p>Why is it important to put litter into the bins? What happens to litter when it is on the floor?</p> <p>Why do we have recycling bins? What can we do to help the wildlife around us survive and live in safety?</p>	<p>I know that it is important to look after the environment around me.</p> <p>I know how to take care of the area immediately around me.</p> <p>I can name at least 5 minibeasts.</p> <p>I know that some materials can be recycled.</p>	<p>Care</p> <p>Nature</p> <p>Environment</p> <p>Minibeast</p> <p>Recycle</p> <p>sort</p>	<p>Places/Local area</p> <p>The environment</p> <p>Recycling</p> <p>Local wildlife/Nature</p> <p>Comparing familiar places</p> <p>The seasons/Summer</p>	