



UNDERSTANDING THE WORLD – SCIENCE ELEMENT (THE NATURAL WORLD STRAND)

Intent

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Relevant Development Matters Statements and ELGs

Reception – Development Matters

- Explore the natural world around them using their senses
- Talk about changes between seasons

Early Learning Goals (ELG)

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Key Experiences

- Walks around the school grounds specifically to observe, collect and photograph trees, plants and seasonal change and minibeasts
- Observational drawings of trees, plants, seeds, flowers and minibeasts
- Visit from a wildlife expert who brings British wildlife for the children to handle such as hedgehogs, owls, mice and frogs.
- As part of our 'Places Near and Far' topics, wildlife in the British Isles (including minibeasts), Arctic Circle and Australia are studied, including habitats such as deserts, oceans and polar regions.
- Planting from seeds and recognising changes
- Experiments including changes of state and floating and sinking
- We learn about human growth and change, and how to look after ourselves including making healthy food



Our curriculum is underpinned by our RESPECT VALUES, which are covered throughout all subjects. The following values are exemplified in this subject:

Resilience: Working in a team or pairs to carry out simple scientific experiments

Empathy: Listening to the opinions and ideas of others

Self-awareness: Developing the confidence to make predictions

Positivity: Children have positive experiences and opinions about wildlife and nature and how to take care of it

Excellence: Explain their learning using our new vocabulary and treat nature and wildlife with respect

Communication: Using scientific vocabulary to talk about their ideas and what they have learned

Teamwork: Opportunities to work collaboratively with peers on investigations and enquiries

What this looks like in an EYFS Environment

We have an investigation area in our continuous provision which changes with regards to topics and vocabulary being focussed on and to encourage scientific enquiry. For example, we have included pong pots, melting ice, mixing liquids with pipettes, mirrors, magnifying glasses, nature collections, magnet investigations and metal detectors. Children have access to a variety of scientific books and photos.