



Science Unit EYFS Planner

Science		
Unit Overview	Life Cycles and Living things	
Prior Learning/ Links	<ul style="list-style-type: none"> Describe objects and materials using simple language. Group different objects and materials according to specific properties.	
Unit Title:	Substantive Knowledge-specifics	Disciplinary Knowledge broader skills
Key Questions:	<ul style="list-style-type: none"> Recognise similarities and differences between different plant and animals. Including chicks, butterflies and dinosaurs Observe living things carefully. To show care and concern for living things by caring for chicks, butterflies. To make observations of animals and explain why some things occur To make observations of changes in chicks, butterflies and dinosaurs What was it like when the dinosaurs lived and how had they adapted to the environment? 	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG) Understand some important processes and changes in the natural world around them (ELG) Children begin to predict and conduct fair tests. They begin to look at make simple conclusions. They classify objects according to a criteria Recognise some environments that are different to the one in which they live (ELG)
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Eggs, life cycle, growth, birth, chicks, chrysalis, cocoon, metamorphosis Leaf, Flower, Stem Root, Hatching chicks, Living Eggs, butterflies Carnivore, Herbivore Dinosaur, Extinct, Fossil, Archaeology, Palaeontologist, Carnivore, herbivore, omnivore asteroid Disciplinary: Fair test Conclusion	<ul style="list-style-type: none"> Observing eggs as they hatch into chicks Zoo to you school zoo service Growing caterpillar lava www.insectlore.co.uk 	<ul style="list-style-type: none"> That plants are not a living thing Caterpillars and butterlies are different animals



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Predict/hypothesise Observe Monitor		
Unit Overview	Materials and how they change- link with DT	
Prior Learning/ Links		
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions:	<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including changing states of matter (ELG) Look at materials for a purpose and how to build a house for a little pig. Testing materials for purpose looking at absorbancy. 	<ul style="list-style-type: none"> Talk about why things happen: what happens to playdough when it is squeezed? What happens to paint when you add sand etc... Describe objects and materials using simple language. Group different objects and materials according to specific properties. Children begin to predict and conduct fair tests. They begin to look at make simple conclusions. They classify objects according to a criteria Describe what they see, hear and feel while they are outside.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Hard, sopft, rough, smooth, waterproof, absorbant, bendy, flexible,rigid, bendy, dull, elastic, fabrics foil, glass, man – made metal, natural, plastic, rock shiny, stiff, stretchy, Wood, water proof Disciplinary: Sort Predict Fair test	Fairytale links-3 little pigs building houses.	Objects are materials and vica versa. Absorbancy and waterproof are the same thing.



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Unit Overview	Keeping Healthy- link with RE /DT . Children learn all about how we keep our bodies healthy through eating a good diet, exercising, sleeping and talk to each other about worries.	
Prior Learning/ Links	Children will have recognised differences between their bodies at home and will have been exposed to a range of foods.	
Unit Title:	Substantive Knowledge-specifics	Disciplinary Knowledge broader skills
Key Questions: What do I need to stay healthy? What is healthy food? Why are my teeth important and how to do I look after them? Why is it important to care for each other?	<ul style="list-style-type: none"> • Recognise similarities and differences between themselves and others. • Recognise changes over time, what I can do now and what I could do when I was little, what will I be able to do when I am older? • List the key parts of a human body. • Describe how to keep healthy and stay clean. • Show care and concerns for themselves and their peers. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG). • Recognise the importance of oral hygiene and how food choices impact this. Learn how and when to brush teeth. • 	Explore the natural world around them, making observations and drawing pictures (ELG) Understand some important processes and changes in the natural world around them (ELG) Begin to make healthy choices They classify objects according to a criteria eg healthy unhealthy Describe what they see, hear and feel while they are outside. Children are able to dress and undress independently for PE Children are able to use the toilet independently.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Healthy, unhealthy, Nutrients,Sugar, fat, decay,rot, toothbrush, brushing, cleaning, washing Disciplinary: Observe Notice	<ul style="list-style-type: none"> • BBC bitesize keeping healthy • ICT games sorting healthy and unhealthy foods. 	<ul style="list-style-type: none"> •