

## Science Medium Term Plan

### Foundation Stage 1 Medium Term Plan

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Overview			
Early Learning Goals	<p><u>Understanding of the World – The Natural World</u></p> <ul style="list-style-type: none"> <li>➤ Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>➤ 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.</li> <li>➤ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		
Term	Foundation Stage 1 Milestones	Key Vocabulary	Key skills – Working Scientifically
<b>Autumn 1</b> <b>Marvellous Me</b> Our families Our local environment	<p><b><u>N1 – UTW</u></b>            To be able to name things in their immediate environment.            To be able to stack blocks carefully to make a tower.            To be able to explore the tinker table/loose parts area.            To talk about what they see using new vocabulary.</p> <p><b><u>N2 – UTW</u></b>            To be able to name things in the surrounding environment.            To be able to stack blocks carefully to make a tower using a variety of resources.            To be able to explore the tinker table/loose parts area and create an image.</p>	Mix/stir Pour Hot Cold Smooth Wet Hard Soft Look Heavy	Scavenger Sort – TAPS <ul style="list-style-type: none"> <li>➤ Walking round the school environment to observe the school grounds</li> </ul>
<b>Autumn 2</b> <b>Colours of the Rainbow</b> Autumn	<p><b><u>N1 – UTW</u></b>            To be able to name some familiar objects e.g. fruit or clothing            To be able to use my senses to explore the world around me.            To be able to use different parts to create a picture.            To categorise animals by their characteristics.</p> <p><b><u>N2 – UTW</u></b>            To be able to name a range of familiar objects e.g. fruit, vehicles, instruments            To be able to use my senses to explore the world around me and talk about them simply            To be able to use different loose parts to create a more complex picture.</p>	Mix/stir Pour Hot Cold Smooth Wet Hard Soft Look dark	Brown Apples - TAPS <ul style="list-style-type: none"> <li>➤ Explore different areas to encourage curiosity.</li> </ul>

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<p><b>Spring 1</b> <b>Mirror Mirror....</b> Winter</p>	<p><b><u>N1 UTW</u></b> To be able to talk about the weather e.g. it is cold. To be able to talk about my own features e.g. I have blue eyes. To talk about what they see using new vocabulary with independence.</p> <p><b><u>N2 UTW</u></b> To be able to talk about the weather in more detail e.g. it is cold because the wind is blowing and it is winter. To be able to talk about my own features and compare and contrast with others.</p>	<p>Mix/stir Pour Hot Cold Smooth Wet Hard Soft Look Material Strong</p>	<p>Forensic Footprint - TAPS ➤ Nature walks around the school grounds.</p>
<p><b>Spring 2</b> <b>Animal Kingdoms</b> Minibeasts Animals e.g. jungle, farms Life Cycles – butterfly, frogs David Attenborough</p>	<p><b><u>N1 UTW</u></b> To be able to ask simple questions about things I want to know. To be able to make simple observations of living things e.g. look there's a butterfly, it has wings.' To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern and make comparisons. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p> <p><b><u>N2 UTW</u></b> To be able to ask more complex questions about things I want to know. To make more complex observations of living things e.g. 'That butterfly is yellow and has green stripes'.</p>	<p>Mix/stir Pour Hot Cold Smooth Wet Hard Soft Look Change Grow Life cycle</p>	<p>Toy Forces – TAPS ➤ Observing items and living things closely.</p>

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<p><b>Summer 1</b> <b>Enchanted Gardens</b> What do plants need to grow? Fairies Growing e.g. flowers and vegetables</p>	<p><b><u>N1 – UTW</u></b> To be able to try some different foods. To be able to name the parts of a plant e.g. stem, leaf, petal. To know that different creatures live in different places based on their characteristics. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p> <p><b><u>N2 – UTW</u></b> To be able to try a range of different food. To be able to name parts of a range of plants.</p>	<p>Mix/stir Pour Hot Cold Smooth Wet Hard Soft Look Healthy Sweet Juicy</p>	<p>Senses walk - TAPS</p> <ul style="list-style-type: none"> <li>➤ Exploring the outside areas</li> <li>➤ Encouraging children to experience new things – tastes.</li> </ul>
<p><b>Summer 2</b> <b>Let's Explore</b> Holidays Summer Time</p>	<p><b><u>N1 – UTW</u></b> To wash my hands independently To talk about the different fruits we have at snack time and the plants I see outside. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. To know how to test whether materials will sink or float. To know the difference between farm animals and wild animals.</p> <p><b><u>N2 – UTW</u></b> To wash my hands independently and talk about why clean hands are important. To talk about different fruits and a range of plants.</p>	<p>Mix/stir Pour Hot Cold Smooth Wet Hard Soft Look Long Deep</p>	<p>Taste Test - TAPS</p> <ul style="list-style-type: none"> <li>➤ Encouraging children to experience new things – tastes.</li> <li>➤ Making observations about phenomena – sinking or floating.</li> </ul>