



**Science– EYFS– Autumn 1 –MTP Humans**

**TAPS Assessment: Forensic Footprints**

**Model and encourage children to use vocabulary such as:** • hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman **Expose children to supplementary vocabulary such as:** • bald, elderly, wrinkles, male, female, freckles

EYFS Curriculum	Encouraging scientific enquiry	Experiences to initiate learning	
		Adults' role	Activity Outline
<p><b>Reception</b></p> <p>Pupils should be able to:</p> <p><u>Understanding the World -</u></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul> <p><u>Common Misconceptions</u></p> <p>Some children may think:</p>	<p><b><u>Classification</u></b></p> <p>Sort images of people according to their characteristics.</p> <p><b><u>Researching using secondary sources</u></b></p> <p>Find out information from visitors</p>	<ul style="list-style-type: none"> <li>• Encourage children to look at photographs of different people and to describe them.</li> <li>• Encourage children to describe their friends and family using photographs to help them. How their friends and family are the same and different. <b>Encourage children to compare themselves to characters in books. Super Duper You/What I like about Me</b></li> <li>• Children to talk about the people who look after them, both within their family and the wider community.</li> </ul>	<p>-Talking about themselves, friends, family and community using photographs and sharing books about different types of families</p> <ul style="list-style-type: none"> <li>• Using mirrors to look at their faces</li> <li>• Creating pictures or collages of themselves, friends, family and community</li> <li>• Making hand and footprints using paint</li> <li>• Using a 'magic' mirror which shows everything about them and getting children to</li> </ul>



<ul style="list-style-type: none"> <li>sons look like their fathers and daughters look like their mothers.</li> </ul>	<p>(dentist, nurse etc.).</p> <p><b><u>Pattern seeking</u></b></p> <p>Are taller children faster? Are taller children stronger?</p>	<ul style="list-style-type: none"> <li>Encourage children to compare their hand, foot and fingerprints with their friends.</li> <li>Using a 'magic' mirror which shows everything about them get children to describe themselves and how they are special</li> </ul>	<p>describe themselves and how they are special</p> <p><b><u>Opportunities in the role-play corner to show how people take care of them</u></b></p> <ul style="list-style-type: none"> <li>Doctor • Nurse • Dentist • Optician</li> </ul>
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**Prior Learning:** Begin to make sense of their own life-story and family's history. (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. (Nursery)

**Future Learning:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans)

**Links with other areas of learning –**

Personal, Social and Emotional Development

- See themselves as a valuable individual. • Manage their own needs

.Physical Development

- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian. • Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene.



**Science– EYFS– Autumn 2 –MTP (Seasonal Change)**

**TAPs Assessment: Senses Walk**

**Model and encourage children to use vocabulary such as:** • spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers **Expose children to supplementary vocabulary such as:** • hibernate, migrate, snowflake

EYFS Curriculum	Encouraging scientific enquiry	Experiences to initiate learning	
		Adults' role	Activity Outline
<b>Reception</b> Pupils should be able to: <u>Understanding the World -</u> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul>	<u>Classification</u> <ul style="list-style-type: none"> <li>Which clothes are suitable for each season?</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to talk about how they feel in different types of weather/seasons.</li> </ul>	<b>-Opportunities to play and explore outside in all seasons and in different weather</b> <ul style="list-style-type: none"> <li>Drawing around puddles</li> </ul>



<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><u>Common Misconceptions</u></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>it always snows in winter</li> <li>it is always hot in the summer</li> <li>all babies and young animals are born in spring</li> <li>plants only have flowers in the spring and summer</li> <li>animals sleep during winter</li> <li>it rains to help the plants grow</li> <li>when it is hotter, it is because the Sun is closer</li> </ul>	<p><u>Observing over time</u></p> <ul style="list-style-type: none"> <li>How does a puddle change over time?</li> <li>How does a snowman change as it melts</li> <li>How does the natural world change with the seasons?</li> </ul> <p><u>Researching using secondary sources</u></p> <ul style="list-style-type: none"> <li>Find out about how animals behave in different seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to talk about the clothes they wear in different seasons and why.</li> <li>Encourage children to talk about the weather throughout the year.</li> <li>Encourage children to find shelter or make shelters to keep themselves dry in the rain or shade themselves when it is sunny.</li> <li>Encourage children to talk about how the ground changes when it rains.</li> <li>Encourage children to measure the size of puddles using their feet after it rains.</li> <li>Encourage children to talk about how puddles change over time after it rains.</li> <li>Encourage children to talk about the animals and plants that they find in different seasons.</li> <li>Encourage children to ask questions about the weather and seasonal changes when sharing books about different seasons and types of weather. <b>Nursery Rhyme -Rain Rain Go Away. A Christmas Story (Brian Wildsmith)</b></li> </ul>	<ul style="list-style-type: none"> <li>Catching rain and hail in buckets</li> <li>Catching snowflakes on frozen black paper and looking at them with magnifying glasses/ app on a tablet</li> <li>Making icicles</li> <li>Using scarves or pinwheels to explore the strength and direction of the wind</li> <li>Looking at photographs of different seasons and types of weather</li> </ul> <p><b>-Opportunities to observe living things throughout the year</b></p> <ul style="list-style-type: none"> <li>Going on seasonal walks to observe key features of the seasons</li> <li>Making artwork with seasonal found objects</li> </ul> <p>Taking photographs of the minibeasts, birds and other animals they find in the school grounds at different times in the year (using binoculars)</p>
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	<ul style="list-style-type: none"> <li>• Find out about the weather and seasons.</li> </ul>		<ul style="list-style-type: none"> <li>• Matching animals and plants they find to pictures that identify them</li> </ul> <p><b><u>Opportunities in the role-play corner to talk about the weather throughout the year</u></b></p> <p>Weather presenter Meteorologist</p>
<p><b><u>Prior Learning:</u></b> • Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants &amp; Animals, excluding humans)</p> <p><b><u>Future Learning:</u></b> Observe changes across the four seasons. (Y1 – Seasonal changes) • Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes)</p>			