

# Science

make decisions about which types of scientific enquiry are likely to be the best ways of answering questions inc; observing changes over time, noticing patterns, grouping & classifying things, carrying out simple comparative & fair tests & finding things out using secondary sources of information.

draw simple conclusions & use some scientific language, first, to talk about & later, to write about what they have found out.

explore, talk about, test & develop ideas about everyday phenomena & the relationships between living things & familiar environments.

'work scientifically' relating to substantive science content using & applying all the skills acquired in KS1.

ask their own questions about what they observe.

begin to develop their ideas about functions, relationships and interactions.

read & spell scientific vocabulary correctly & with confidence, using their growing word reading & spelling knowledge.

enable pupils to broaden their scientific view of the world around them.

performing simple tests.

identifying & naming a variety of plants including deciduous & evergreen trees.

describing properties of materials & classifying according to properties.

identifying & naming everyday materials.

identifying & describing the basic structure of plants.

gathering & recording data.

identifying & describing a variety of animals including mammals, fish, amphibians, reptiles, birds

close observations with simple equipment.

identifying carnivores, herbivores & omnivores.

asking & answering scientific questions.

seasonal change & daily weather.

identifying & classifying.

Independent learning opportunities via continuous provision:

*small world animals for children to play with, sort & classify e.g. at tidy up time!*

*daily access to water via water butt & outdoor tap with a range of resources to explore water & its properties e.g. water flow, how water changes other materials such as sand, soil etc*

*a range of construction commercial & non-commercial e.g. postal tubes, wooden blocks, tin cans & magnetic building blocks*

*Bug Hotel with daily opportunities to observe & encounter a wide range of minibeasts.*

*class pets e.g. worms & caterpillars*

*woodwork area & tools to explore properties & uses of wood*

*ice investigations in the tuff tray & outdoor area*

*access to outdoor area with lots of opportunities for planting & caring for plants, flowers & vegetables*

*RSPB Wild Challenges*

## The Natural World

*make, hang & fill their own bird feeders*

*windy day box in outdoor play area*

*daily access indoors & outdoors to sand (wet & dry) with a range of resources for children to explore sand & its properties.*

*'Investigate' box outdoors containing: binoculars, magnifying glasses, magnets etc*

*loose parts for children to explore, potter & tinker*

## Creating with Materials

*daily opportunities to explore malleable materials e.g. playdough, clay, Plasticine etc with hands & tools*

*daily access to 'Mud Kitchen' including a range of kitchen utensils made from different materials & natural materials for exploratory play e.g. sticks, shells, cones, grass, stones etc*

*regular visits to the beach & Brierdene to observe seasonal change & to make collections.*