

Bincombe Valley Primary School

EYFS Reception Understanding the World/Science Composites and Components

When?	Composite	EYFS Statements	Components	Disciplinary Knowledge	Golden Threads	Vocabulary
Ongoing through the academic year through continuous provision and adult led discussion.	Humans	To talk about members of their family. To talk about members of their community. To name and describe people who are familiar to them.	- To know who is in my family and can name them. - To know that members of my family are older or younger than me. - To know the names of some parts of the body (head, eyes, hair, mouth, nose, ears, arms, legs) - To describe my own body and it's features. Eg. I have brown hair. - To describe my family and their features. Eg. My nan has blue eyes.	Identifying and classifying TAPS Experiment- Senses Walk https://pstt.org.uk/unique-resources/taps/?_sft_type_of_resource=plan&_sft_age_ranges=three-five&sf_paged=2	Variation Categorisation	Hair, humans, eyes, skin, 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
	Sounds	To be able to describe what they see, hear and feel whilst outside.	- To know I use my ears to hear sounds. - To describe what I can hear. - To know I use my eyes to see. - To describe what I can see.	Performing simple, comparative tests Observing over time TAPS Experiment- Scooping Sounds https://pstt.org.uk/unique-resources/taps/?_sft_type_of_resource=plan&_sft_age_ranges=three-five&sf_paged=2		Sound, noise, loud, quiet, high, low, bang, blow, pluck, soft, hard, fast, slow +names of instruments
	Seasonal Change	To be able to explore the natural world around them. To be able to describe what they see, hear and feel whilst outside. To understand the effect of changing seasons on the natural world around them.	- To know that it gets colder and rains more in Autumn and Winter. - To know and describe what happens to puddles/water in these seasons. - To know what clothes to wear in Winter and Autumn. - To know that some plants and trees die in Autumn and Winter.	Research using secondary sources Observing over time Identifying and classifying	Change Pattern Relationships	Spring, Summer, Autumn, Winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbows, animals, young, plant, flowers

	Earth and Space	To be able to explore the natural world around them. To be able to describe what they see, hear and feel whilst outside.	1. To know there are 8 planets in our solar system. 2. To know that we live on Earth which is a planet. 3. To know that we have night and day. 4. To know that we see the sun during the day. 5. To know that we see the moon during the night.	Research using secondary sources Performing simple, comparative tests Observing over time	Categorisation	Float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source
	Light	To be able to describe what they see whilst they are outside. To be able to explore the natural world around them.	1. To know that when light is blocked a shadow is made. 2. To make and describe a shadow as we move. 3. To know that more shadows are made on a sunnier day. 4. To know that light can pass through some objects but not others.			
	Plants		1. To know different seeds can be planted and will grow into plants. 2. To know that seeds need soil, water and sun to grow. 3. To be able to take care for our plants. 4. To be able to name some of the features of a flower eg leaf, stem and roots of a plant. 5. To be able to talk about how our plants are changing over time.	Observing over time Identifying and classifying Performing simple, comparative tests TAPS Experiment- Leaf Looking TAPS - Primary Science Teaching Trust (psts.org.uk)	Categorisation Variation	Plant, tree, bush, herb, weed, animal, and any additional plants and animals they see.
	Seasonal Change	To be able to describe what they see, hear and feel whilst outside. To understand the effect of changing seasons on the natural world around them.	1. To know that it is hotter and sunnier in Spring and Summer. 2. To know and describe what happens to puddles/water in these seasons. 3. To know what clothes to wear in Spring and Summer. 4. To know that some plants and trees grow and flower in Spring and Summer.	Research using secondary sources Observing over time Identifying and classifying	Change Pattern Relationships	
	Animals (excluding humans)	To know that there are different environments (habitats). To know that not all environments are the same to where they live.	1. To know that you need to be gentle and take care of animals, insects and birds. 2. To know that animals need food and drink. 3. To be able to talk about the changes I notice as our animals grow.	Performing simple, comparative tests Observing over time	Change Categorisation	Names of animals, live, on land, water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice

	Living things and their habitats	To know that there are different environments (habitats). To know that not all environments are the same to where they live. To be able to explore the natural world around them.	1. To know that animals live in different places (habitats). 2. To know and name different places(habitats) that animals live. 3. To know and group animals by where they live.	TAPS Experiment- INCY SHELTER https://pstt.org.uk/unique-resources/taps/?_sft_type_of_resource=plan&_sft_age_ranges=three-five		
	Materials	To be able to explore the natural world around them. To be able to describe what they see, hear and feel whilst outside.	1. To know that objects are made out of different materials 2. To know that water can be wet, runny or turned into ice. 3. To know that materials can be changed through squashing, snapping, bending and twisting. 4. To know and describe what happens to materials when they are heated and cooled (cooking).	Performing simple, comparative tests Observing over time TAPS Experiment- Brown Apples https://pstt.org.uk/unique-resources/taps/?_sft_type_of_resource=plan&_sft_age_ranges=three-five	Change Categorisation	Ice, water, froze, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, soggy, waterproof, not waterproof, change
	Forces	To be able to explore the natural world around them. To be able to describe what they see, hear and feel whilst outside.	1. To know that some objects float and some objects sink. 2. To know that sometimes changing an object can make it float or sink. 3. To know and describe how different objects fall and bounce.	Performing simple, comparative tests TAPS Experiment- Teddy Zipline https://pstt.org.uk/unique-resources/taps/?_sft_type_of_resource=plan&_sft_age_ranges=three-five		