

Bincombe Valley Primary School

EYFS Nursery Understanding the World/Science Composites and Components

When?	Composite	Components	Disciplinary Knowledge	Golden Threads	Vocabulary
Ongoing through the academic year through continuous provision and adult led discussion.	Senses	To be able to use my senses to explore the world around me To be able to talk about what I see, hear, touch, smell and taste.	Observing over time Identifying and classifying TAPS Experiment- TASTE TEST https://pstt.org.uk/unique-resources/taps/?sft_type_of_resource=plan&sft_age_ranges=three-five	Categorisation Relationship	Smell, touch, taste, hear, see, mouth, ears, nose, hands
	Forces and Materials	To be able to explore the forces I feel such as magnetism, gradients, floating and sinking. To be able to describe what I observe in my exploration. To be able to talk about cause and effect. To start to be able to talk about the properties of different materials	Identifying and classifying Observing over time Performing simple, comparative tests Pattern seeking TAPS Experiment- BUBBLE SNAKES https://pstt.org.uk/unique-resources/taps/?sft_type_of_resource=plan&sft_age_ranges=three-five&sf_paged=2	Change Variation Pattern Categorisation	Object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow, mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric
	Plants	To know plants grow To be able to take care of plants	Observing over time Performing simple comparative tests	Relationships Change Variation	Natural, plant, leaves, seeds, conkers, acorns, twigs, bark, stem, sun, water, soil, grow, roots, change, living, dead, branch, root, flower, petal, seed, berry, fruit, vegetable, bulb, hole, dig, weed, shoot, die + any names of plants they grow

	Animals	To know that you need to be gentle and take care of animals, insects and birds. To be able to notice and ask questions about insects, birds and animals that they see.	Observing over time Identifying and classifying Research using secondary sources. TAPS Experiment- FORENSIC FOOTPRINTS https://pstt.org.uk/unique-resources/taps/? sft type of resource=plan& sft age ranges=three-five&sf_paged=2	Change Variation Relationships	Egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frogspawn, tadpole, frog, froglet, grow, change, die, fur feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes, food, water, care, minibeast, baby, toddler, child, adult, older person, life cycles
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