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| Term | Objectives | Book link | Task/investigation question |
| AUT 1 | **-**understanding ‘why’ questions  -make healthy choices about food, drink, activity and tooth-brushing.  -begin to make sense of their own life-story and family’s history.  -begin to understand the need to respect and care for the natural environment and all living things. | Can I build another me? | Complete a family tree and ask the children to use photos of their families – this could be completed at home and brought in so that families are involved. – discuss similarities and differences between each other and their family members. Is there anyone they look more similar to in their family.  Finger printing – children to have their finger prints done (could get community officer in) how are they the same and how are they different?  Look at how we look after ourselves so that we can live long lives. Has anyone lost a tooth? What happened? What will happen? How can we look after our teeth? Talk about brushing our teeth and how we can do this. Have a dentist visit via Teams or in person. (dental wellness trust or dental health)  How else can we look after our teeth? What do you eat? Is it healthy? Discuss a healthy diet, food tasting session on healthy eating. |
| AUT 2 | -Understand ‘why’ questions  -Explore how things work  -Explore and talk about different forces they can feel |  | Magnet maze  Magnet sensory bottles  Sponge racing boats – outdoor water play |
| SPR 1 | -understanding ‘why’ questions  -Explore how things work. | The growing story | Seasons should be taught throughout the year and observations and play can take place throughout showing the children in these different environments. |
| SPR 2 | -Use all their senses in hands-on exploration of natural materials.  -Explore collections of materials with similar and/or different properties.  -Talk about what they see, using a wide vocabulary.  -Talk about the differences between materials and changes they notice.  -Understanding ‘why’ questions | Little Lumpty  Supertato | Which material will catch a falling egg?  Provide the children with lots of material and they can investigate using it to make different devices/ packages that could help save the egg.  (as for reception) – What is the quickest way to make the ice melt?  Create a sensory garden path alongside FS2 – think about barefoot walks and links to forest school. |
| SUMMER | -Plant seeds and care for growing plants.  -Understand the key features of the lifecycle of a plant and an animal  -Begin to understand the need to respect and care for the natural environment and all living things. | Jasper’s Beanstalk  The Very Hungry Caterpillar | Grow sunflowers and show the children how as they grow and flower, they turn to the sun.  What have we had to do to look after them?  Why do you think they turn to look at the sun? |

**Nursery Science Curriculum**