ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING EYFS
2026–2027

EYFS Understanding the World
Adult-directed experiences are outlined in this plan to develop children's knowledge, skills and understanding of the natural world. Child-initiated learning, supported by adults, takes place daily through indoor and outdoor continuous provision. Children revisit and apply their learning through exploration, play, talk and first-hand experiences.
Plans are flexible and may be adapted to meet the needs, interests and developmental stages of the children.
Communication and Language (CL), Personal, Social and Emotional Development (PSED), Physical Development (PD) and the characteristics of effective learning underpin these experiences. The Early Learning Goals are end-of-Reception assessment expectations; they are not the curriculum itself.
Six adult-guided science experiences are planned for each half term. They provide a clear sequence while allowing time for children to investigate, practise and deepen their understanding through daily continuous provision.
Subject cultural capital: Children explore the school grounds and local environment, observe seasonal change and encounter living things and natural materials through first-hand experiences, including visits and visitors where appropriate.
Continuous provision: Indoors – investigation and nature tables, books, small-world play, construction, water and sensory exploration. Outdoors – garden, growing area, seasonal walks, mud kitchen, sand and water, minibeast observations and exploratory play.
Early Learning Goals (ELGs) – Understanding the World
Past and Present
• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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AUTUMN 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
UNIT	My body and senses					
LESSON OUTLINE	Naming body parts	What can our eyes see?	What can our ears hear?	Touch and textures	Smell and taste	Caring for our bodies
LEARNING OBJECTIVE	To name and point to familiar body parts.	To use my eyes to notice colours, shapes and details.	To listen to and identify familiar sounds.	To explore and compare safe textures using touch.	To use smell and taste to describe safe familiar foods.	To explain and demonstrate simple ways to care for teeth and bodies.
CURRICULUM LINKS	UW: talk about our bodies. Explore: point, name and compare.	UW: observe closely. Explore: look and describe.	UW: explore surroundings. Explore: listen and compare.	UW: compare materials. Explore: feel and sort.	UW: explore familiar foods. Explore: describe and compare.	UW/PD: healthy routines. Explore: demonstrate and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: We clean our teeth and wash our hands to help keep healthy. Check: Can the child demonstrate brushing and recall why?					

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AUTUMN 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
UNIT	Light and dark					
LESSON OUTLINE	Finding light	Light and dark places	Torch explorers	Making shadows	Changing shadows	Our shadow theatre
LEARNING OBJECTIVE	To notice where light comes from indoors and outside.	To compare what I can see in lighter and darker spaces.	To use a torch to light up an object safely.	To make a shadow using light and an object.	To explore how moving a torch changes a shadow.	To use what I know about light to make shadow pictures.
CURRICULUM LINKS	UW: explore the natural world. Explore: observe and name.	UW: notice differences. Explore: compare and describe.	UW: explore changes. Explore: try and observe.	UW: explore light. Explore: predict and try.	UW: notice changes. Explore: test and compare.	UW/EAD: apply observations. Explore: create and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: A shadow appears where an object blocks light. Check: Can the child explain how their shadow was made?					

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SPRING 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
UNIT	Forces and magnets					
LESSON OUTLINE	Push and pull	Fast and slow	Rolling on ramps	Meet the magnets	Magnetic or not?	Magnet challenge
LEARNING OBJECTIVE	To move toys by pushing and pulling.	To explore how a gentle or stronger push moves a toy.	To explore how toy cars move down ramps.	To explore magnets safely with familiar objects.	To test and sort objects using a magnet.	To move a paperclip using a magnet through paper or fabric.
CURRICULUM LINKS	UW: explore how things work. Explore: try and describe.	UW: observe change. Explore: compare.	UW: explore movement. Explore: predict and observe.	UW: explore materials. Explore: notice and test.	UW: notice similarities. Explore: test and group.	UW: investigate changes. Explore: predict and test.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: A magnet can sometimes attract metal through thin materials. Check: Can the child show and explain their discovery?					

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SPRING 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
UNIT	Growing plants					
LESSON OUTLINE	Plant detectives	Looking closely at plants	Planting a seed	Water and sunlight	Watching growth	Our growing garden
LEARNING OBJECTIVE	To notice plants growing in our school grounds.	To compare leaves, flowers and stems.	To plant a seed and explain how to care for it.	To explore how we help plants grow.	To notice and record changes in our seedlings.	To revisit and compare the plants we have grown.
CURRICULUM LINKS	UW: explore the natural world. Explore: look closely.	UW: observe and compare. Explore: describe and sort.	UW: explore growth. Explore: plant and predict.	UW: observe changes. Explore: compare and care.	UW: notice changes over time. Explore: observe and draw.	UW: observe the natural world. Explore: compare and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: Plants change as they grow; different plants may look different. Check: Can the child recall what helped their plant grow?					

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SUMMER 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
UNIT	Materials and their properties					
LESSON OUTLINE	Material hunt	Feel and compare	Bend or break?	Waterproof or not?	Floating and sinking	Choose the best material
LEARNING OBJECTIVE	To explore what familiar objects are made from.	To compare how materials feel.	To explore which safe materials bend or stay stiff.	To test which materials keep a toy dry.	To explore which clean objects float or sink.	To choose a material for a simple practical purpose.
CURRICULUM LINKS	UW: explore materials. Explore: identify and name.	UW: notice differences. Explore: touch and sort.	UW: explore how things work. Explore: predict and try.	UW: investigate materials. Explore: test and observe.	UW: explore changes. Explore: predict and test.	UW/DT: apply observations. Explore: choose and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: We choose materials because of what they can do. Check: Can the child explain their choice using a property?					

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SUMMER 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
UNIT	Sea animals and habitats					
LESSON OUTLINE	Meet the sea animals	How sea animals move	Where do they live?	What do animals need?	Litter and sea life	Caring for habitats
LEARNING OBJECTIVE	To name and describe familiar sea animals.	To compare how different sea animals move.	To explore different places sea animals live.	To talk about what sea animals need to live.	To notice how litter could affect sea animals.	To sort clean waste and suggest ways to protect living things.
CURRICULUM LINKS	UW: explore living things. Explore: observe and name.	UW: compare living things. Explore: observe and imitate.	UW: compare environments. Explore: match and explain.	UW: explore the natural world. Explore: discuss and compare.	UW: care for the natural world. Explore: observe and discuss.	UW: respect and care for nature. Explore: sort and explain.
KEY KNOWLEDGE AND ASSESSMENT	Knowledge: We can help protect habitats by reducing litter and reusing materials. Check: Can the child suggest and explain one helpful action?					