

Writtle Infant School: Science Progression Map - Early Years Foundation Stage

Educational Programme	Objectives		What you will see in EYFS
<p>Personal, Social and Emotional Development</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Children in Reception will :</p> <p>Manage their own personal hygiene needs</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ● regular physical activity ● healthy eating ● toothbrushing ● sensible amounts of 'screen time' ● having a good sleep routine ● being a safe pedestrian 	<p>Statutory ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Hygiene routines such as washing hands after toileting, before lunch etc.</p> <p>Discussion around healthy eating and adults to model and narrate good choices.</p> <p>Use of stories, poems and videos to explain the importance of healthy living.</p> <p>Encouraging parents to continue these discussions at home.</p> <p>Use of Tapestry to allow information from home to be easily accessed at school.</p> <p>Road safety presentation at school from local authority teacher and followed up in class with discussion and role modelling.</p> <p>Substantial periods of free play timetabled in every day for children to self select a wide variety of fine and gross motor activities, enabling regular physical activity.</p>
<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to</p>	<p>Children in Reception will:</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Statutory ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making</p>	<p>Talk about the seasons, the weather and the changes they can see, feel and hear.</p> <p>Children are encouraged to collect natural objects from outside of school to be examined and explored.</p>

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<p>meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Fiction and nonfiction books available and read all year round to explore the changing world.</p> <p>Weekly Poetry Basket taught and discussed, with a wide range of topics from the natural world such as animals, the seasons and trees.</p> <p>Substantial periods of free play timetabled in every day for children to experience the outdoors environment.</p> <p>Activities provided for free exploratory play such as sand, water and dough with tubes, funnels, pulleys, ramps.</p> <p>Planting, growing and taking care of seeds, bulbs, plants.</p> <p>Learning care of living creatures such as stick insects, ducklings and caterpillars.</p> <p>Observing, drawing and talking about how things grow and change such as duck eggs hatching.</p>
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