

Switched On Science: Stage EYFS - KS1 (Developing) Rolling Programme (Sensory Pathway)

The Early Years Foundation Stage Curriculum supports children's understanding of Science through the planning and teaching of 'Understanding the World.' Children find out about objects, materials and living things using all of their senses looking at similarities, differences, patterns and change. Both the environment and skilled practitioners foster curiosity and encourage explorative play, children are motivated/encouraged to ask questions about why things happen and how things work. The overview for Stages 1 – 5 has origins in the National curriculum and builds on prior learning within the EYFS. **Please see bridging document, EYFS / KS1**

	Autumn		Spring		Summer	
Throughout each year	Topic: Seasonal Change Unit 16 Whatever the weather Every Key Stage One class should complete a Seasonal Changes Diary. Assessment Area: Seasonal Changes					
2025-2026	Me, My Toys (including Vehicles)		Traditional Tales and The Woods		Amazing Adventures (Jungles / Space / Pirates)	
Suggested Science topics For EYFS	Dough Babies (Unit 9) Encourages hands-on play and creativity, linking well with toys and imaginative play.	Sound Collectors (Unit 8) Children explore sound-making objects and instruments, which connects well with musical toys and sensory play	Into the Woods (Unit 14) Directly explores woodland environments and links beautifully with traditional tales like <i>Little Red Riding Hood</i> or <i>The Gruffalo</i> .	Light Magic (Unit 10) Can tie into magical elements of fairy tales and shadow play	Zarg's World (Unit 17) A perfect match for space adventures, with an alien visitor theme	Pirates (Unit 15) Directly supports pirate-themed learning with floating/sinking, treasure hunts, and role-play.

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Skills Map - Science			
Early Years – Working Scientifically			
Observing closely	Performing Tests	Identifying and Classifying	Recording findings
Through provision, focus groups and with adult support, can children... • Discuss what they can see, touch, smell, hear or taste? • Use simple equipment to help them make observations?	Through provision, focus groups and with adult support, can children... • Perform a simple test? • Describe/ explain what they have done?	Through provision, focus groups and with adult support, can children... • Identify and classify things they observe? • Think of some questions to ask? • Answer some scientific questions? • Give a simple reason for their answer? • Explain what they have found out?	Through provision, focus groups and with adult support, can children... • Show their work using pictures, labels and captions? • Record their findings using standard units? • Record some information in a chart or table, or using ICT?
Early Years Greater Depth			
• Can they find out by watching, listening, tasting, smelling and touching?	• Can they give reasons for their answers?	• Can they discuss similarities and differences? • Can they explain what they have found out using scientific vocabulary?	• Can they compare measurements?