

EARLY YEARS SCIENCE PROVISION MAP

Play, Observe & Ask

Sensory Play



Learn: to notice and describe different sounds

You need: sound clips of different everyday sounds, or go on a listening walk and talk about the sounds. Children could also play 'Keeper of the Keys' or investigate how musical instruments make sounds.

Play, observe & ask

- Are the sounds you can hear loud/quiet/high/low?
- What do you hear inside/outside?
- Can you guess what my sound clips are?
- How do we hear sounds?

Learn: different objects can make different sounds.

You need: plastic bottles part-filled with one object (e.g. rice, pasta, Lego®, pom pom, beads, pebbles), socks, pegs

Make two of each type of bottle and put a sock over each bottle with a peg to keep it covered. Give each child a bottle and encourage them to listen to the sound of their bottle when they shake it gently.

Play, observe & ask

- How could you describe the sound?
- Can you find a partner who has the same sound?

Take the socks off to check if you are right!

Learn: to notice and describe different smells and tastes



You need: bowls of different flavour crisps

Play, observe & ask

- Can you guess the flavour of the crisps in each bowl using your nose to smell them?
- How else can we find out what flavour they might be?
- How could you describe what they taste like?
- If you hold your nose, can you still tell me what they taste like?

Learn: to describe how objects feel



You need: feely pots/bags containing different items to feel, eye masks for blindfolds

Play observe & ask:

- What sense are you using?
- Can you describe what it feels like?
- Can you guess what is in the pot without looking?

Creative

Learn: to notice and describe faces

You need: mirrors, paper, pencils, crayons

Play, observe & ask:

- Look closely at your face in the mirror – What do you see?
- What colour are your eyes/hair?
- Can you carefully draw your portrait?
- How is it different to your friend's picture?
- What is the same about you both?

Outdoors



Learn: to name body parts; that we are similar (have same body parts) and different (different heights)

You need: large sheet of paper, crayons/chalk, labels of body parts
Play 'Simon Says' to see which body parts the children already know. Introduce less familiar parts – thigh, elbow, calf, earlobe. Then draw round a child on a large sheet of paper or on the playground.

Play, observe & ask:

- How many body parts can we label?
- What do you think is inside you? Where is it? Can you draw it?
- Who else has one of these?

Compare children's heights – challenge children in groups of 6 to order themselves by height.

- Who is the tallest/shortest? Why do you think this is?
- Do you notice any other similarities/differences in your group?

OURSELVES



Key Science Vocabulary

body parts - head, arms, leg, hand, foot, thigh, elbow, calf, earlobe, etc.
internal body parts – heart, lungs, brain, stomach, muscles, etc.

senses – smell, taste, see, hear, listen, touch, feel

sounds - loud, quiet, high pitch, low pitch, ear

baby, toddler, child, teenager, adult, grow, change

properties of materials - soft, hard, rough, smooth, prickly, spiky, fluffy, smelly, salty, etc.

height, tall, taller, short, shorter

Role Play

Learn: that we change as we grow up.

You need: baby toys, blanket, dressing up clothes, walking stick, glasses, photos of children as babies

Let's pretend to be different people in our role play family house.

Play, observe & ask:

- Who is in your family? Who is the youngest – what can they do? Who is the oldest - what can they do?
- What can you do now?
- How have you changed since you were a baby/toddler?
- What will you look like when you grow up?

Further Science

Growing and changing – Talk about and order photos from baby to elderly. What has changed? What is the same?

Looking at differences between people - Compare handspan/feet sizes in the class (lots of opportunities for measuring).

Comparing what we wear in different seasons – How do we protect ourselves from the sun/cold?

Healthy living – Design healthy meals. How does exercise change our breathing and heart rate.