

EARLY YEARS SCIENCE PROVISION MAP

Play, Observe & Ask

Sensory Play

Learn: to name and describe a variety of everyday materials

You need: tray/box, hay/grass, straw, pine cones, shells, feathers, sensory objects (small bells), fabric pieces, stones, leaves, sticks, etc. Make a scarecrow 'sensory bin' with a variety of related materials.

Play, observe & ask

- Can you name these objects?
- Where do you think they came from?
- How would you describe the objects?
- Are they natural/not natural?
- Can you sort these objects? How?

Construction

Learn: to compare the suitability of materials for a particular purpose (for building a scarecrow that will stand up)

You need: card, straw, rope, string, fabric, elastic bands, buttons etc...

Play, observe & ask:

- Where do you see scarecrows?
- What do you think they are made of?
- What materials will you use? Why?
- How will you make your scarecrow stand up?

Outdoors

Learn: to identify animals and plants in different habitats

You need: access to some of the habitats in the story (a tree, field, lawn, flowerbed, pond, beach), magnifiers, pictures or toy animals from the story (crows, geese, cows, crabs, mice, bees, toad, snail), pictures of possible habitats (tree, field, grass, beach, flowers, pond, stones)

Play, observe & ask:

- Who do you think might live here? Why do you think that?
- Focus on one animal - Where do think this animal might live?
- Can you describe this habitat?
- Who else might live here?
- Back in the classroom, using pictures - can you place the animal in the correct habitat?

Malleable Play

Learn: to name features of the animals in the story

You need: modelling clay (e.g. Play-Doh*), tools, feathers, fur, eyes, etc.

Play observe & ask:

- What was your favourite living thing from the story? Why?
- Can you make a model?
- What are the features of this creature?
- How is your animal different to the other animals in the story?
- How is your animal the same as the other animals in the story?

THE SCARECROW'S WEDDING by Julia Donaldson & Alec Scheffler



Small World

Learn: features of animals in the story; similarities and differences between animals

You need: toy animals - crows, geese, cows, crabs, mice, bees, toad, snail

Play, observe & ask:

- Can you name the animals?
- Can you name the body parts?
- How are these animals similar?
- How are these animals different?
- Can you group the animals?
- What facts do you know about each animal?

Water Play

Learn: that materials may change over time

You need: straw, tray, water, a variety of fabrics and materials (some waterproof, e.g. plastic bag), string (to make small bundles of straw) Recreate the pool from the story and make some small bundles of straw to represent scarecrows. (The children could help to do this.)

Play, observe & ask:

- What is straw? Where does it come from?
- How does it feel when it is dry?
- How does it feel when it is wet?
- What happens to a straw scarecrow if it is left in water?
- How could you keep a scarecrow dry? How can we test this? (Encourage children to wrap straw bundles in different materials).
- Which fabrics are waterproof? How do you know?

Key Science Vocabulary

animal names - crows, geese, cows, crabs, mice, bees, toad, snail
body parts – head, body, legs, tail, whiskers, claws, feathers, beak, wings, shell, etc.

habitats - tree, field, grass/lawn, flowerbed, pond, beach

materials - fabric, cotton, plastic, paper, wood, shell, stone, straw

properties of materials - rough, smooth, hard, soft, shiny, dull, bendy, stretchy, strong, stiff, waterproof, natural, non-natural, etc.

Further Science

Flowers - name and collect 'pink' flowers.

Habitats - What else lives in these habitats (farm, countryside, rock pool, etc.)?

Fire Safety - What burns easily? What should you do if you see a fire?