

Science– EYFS Summer– Summer 2–MTP Seasonal Change/Living things and their habitats continued (see previous mtps) and Light

Model and encourage children to use vocabulary such as: • Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-see through, source, light source Expose children to supplementary vocabulary such as: • casting a shadow, pale, dark, transparent, opaque

EYFS Curriculum	Encouraging scientific enquiry	Experiences to initiate learning	
		Adults' role	Activity Outline
<p><b>Reception</b></p> <p>Pupils should be able to:</p> <p><u>Understanding the World –</u></p> <p>Describe what they see, hear and feel whilst outside.</p> <p><u>Links to Personal, Social and Emotional Development</u></p> <p>Manage their own needs.</p> <p><u>Common Misconceptions</u></p> <p>Some children may think:</p> <ul style="list-style-type: none"> <li>• shadows are only caused by the Sun</li> <li>• all shadows are black.</li> </ul>	<p><u>Comparative testing</u></p> <ul style="list-style-type: none"> <li>• Compare the shape of shadows made by different objects.</li> </ul> <p><u>Classification</u></p> <ul style="list-style-type: none"> <li>• Which objects/materials make dark shadows?</li> </ul> <p><u>Observing over time</u></p> <ul style="list-style-type: none"> <li>• How do the Sun and shade change during the day?</li> <li>• How does a toy's shadow change during the day?</li> </ul> <p><u>Researching using secondary sources</u></p> <ul style="list-style-type: none"> <li>• Find out about shadows.</li> <li>• Find out about rainbows.</li> </ul>	<p>Encourage children to talk about the shadows that they see inside and outdoors.</p> <p>Support children to identify the light source and the object that is making the shadow.</p> <p>Support children to identify that see-through objects make pale shadows and non-see-through objects make dark shadows.</p> <p>Support children to measure shadows using their feet or other nonstandard units.</p> <p>Encourage children to draw around shadows throughout the day to record how they change over time.</p> <p>Encourage children to talk about changes they feel when the clouds cover and uncover the Sun.</p> <p>Encourage children to talk about the changes to the shadows when the clouds cover and uncover the Sun.</p>	<p><b>-Opportunities to explore shadows</b></p> <ul style="list-style-type: none"> <li>• Looking for shadows created by the Sun on cloudy and non-cloudy days</li> <li>• Drawing around shadows and comparing their shape and size</li> <li>• Making shadows using their bodies, both outside using the Sun and inside using torches</li> <li>• Making shadows using transparent and opaque objects/materials</li> <li>• Putting hands in a beam of light and making shadow shapes</li> <li>• Making shadows using shadow puppets or other objects</li> <li>• Observing a toy outside and noticing how the shadow changes during the day</li> <li>• Observing what areas are sunny and shady at different times in the day</li> </ul>

		<p>Support children to choose appropriate clothing when they are hot or out in the Sun.</p> <p>Encourage children to ask questions about the shadows and rainbows that they see.</p>	<ul style="list-style-type: none"> <li>• <b>Sharing books about shadows</b> (Where is the Dragon? -Leo Timmers, Suddenly – Collin McNaughton)</li> </ul> <p><u>Opportunities in the role-play corner to show how people take care of them.</u></p> <p>Puppeteer</p>
<p><b>Prior Learning:</b> Explore how things work. (Nursery) • Talk about the differences in materials and changes they notice. (Nursery) <b>Future Learning:</b> Recognise that they need light in order to see things and that dark is the absence of light. (Y3 – Light) • Notice that light is reflected from surfaces. (Y3 – Light) • Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. (Y3 – Light) • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (Y3 – Light) • Find patterns in the way that the size of shadows change. (Y3 – Light)</p>			