



Stocksbridge Nursery  
Infants School  
Long Term Planning –  
F1

Physical Science Area.

**AIM – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.**

**ENABLING ENVIRONMENT**

Provision – Permanent resources

**INCLUDING DARK DEN.**

- Lights inside
- Torches
- Battery operated novelty lights

**LIGHT BOX & MIRRORS**

- Child accessible drawers
- Shape blocks
- Gems & trays
- Translucent pegs and boards
- Translucent shapes
- Translucent letters and numbers
- Mirrors

**MAGNETISM**

- Different size, shaped magnets
- Metals, some magnetic
- Magnetic boards
- Magnetic letters and numerals.
- Magnetic construction toys.

**POSITIVE RELATIONSHIPS**

Possible Adult interactions; ITMP

- Play with children. Encourage them to explore, and show your own interest in discovering new things.
- Help children as needed to do what they are trying to do, without taking over or directing.
- Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.
- Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.
- Encourage open-ended thinking by not settling on the first ideas: What else is possible?
- Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea..
- Extend children's experiences of the world.
- Arouse awareness of features of the environment
- Introduce vocabulary to enable children to talk about their observations and to ask questions.
- Help children to notice and discuss patterns around them.
- Examine change over time.
- Use correct terms.
- Pose carefully framed open-ended questions "What would happen if
- Encourage children to speculate on the reasons why things happen or how things work.
- Give children time to talk and think.
- Value questions, talk, and many possible responses, without rushing toward answers too quickly.
- Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.

**THE UNIQUE CHILD**

**Assessment** Look, listen & note

2Simple

(22 – 36)

- Notices detailed features of objects in their environment.

(30 – 50)mnths)

- Comments and asks questions.
- Can talk about some of the things they have observed
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

(40 – 60)

- Looks closely at similarities, differences, patterns and change