

What does Science look like in EYFS?

- Science is part of the Understanding the World area of learning in EYFS.
- The Early Learning Goals for the Science element of Understanding the World at the end of Reception are:
 - ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
 - ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants.
 - ✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Throughout our termly topics, the above objectives are planned for. These are modelled by staff within the classroom with key skills taught explicitly using a range of resources promoting investigative practice. Whilst the topics in Reception are centred around stories, there are often opportunities to develop key scientific principles and investigation. For example, whilst reading 'The Gingerbread Man', children have the opportunity to see what would happen to the Gingerbread Man if he fell into the river. There were also other liquids such as vinegar, lemon juice and milk to try too. When reading the story 'Poles Apart', children have lots of opportunities to explore melting and freezing and 'Supertato' gives the children chance to explore dissolving when making jelly to trap the evil peas!
- Through continuous access to the outdoor learning environment, children have a wealth of opportunities to explore their immediate environment. This is supported by the use of the wooded area in school and the Adventure Playground to explore the natural world with many opportunities to observe living things within the environment. Children have the opportunity to plant seeds and care for plants, learning about the life cycle of a plant. The Tiny Seed story focusses specifically on this through our 'Growing and Changing' topic. We also have opportunities for children to handle and observe worms (linked to our Superworm text) when creating our own wormery and learn

first hand about life cycles as we see our own caterpillars turn into butterflies and tadpoles turn into frogs (The Hungry Caterpillar and A Tadpoles Promise).

- Children are encouraged to become explorers (Characteristics of Effective Learning – Playing and Exploring) and lead their own learning. Equipment such as binoculars and magnifying glasses are readily available to children to support this.
- To further develop children’s role as explorers, prompting questioning to find out more, we use a Curiosity Cube in each class containing something related to the week’s text or topic. Children are unable to touch the contents but should instead ask questions to extend their understanding of what is inside.

This is our Skills and Knowledge grid for areas of learning related to Science:

UNDERSTANDING THE WORLD				
The Natural World				
I can use my senses to explore the natural world around me.	I can use my senses in hands-on exploration of natural materials.	I can talk about what I see, using a developing range of vocabulary. I can explore the natural world around us. I can describe what I see, hear and feel whilst outside.	I can make observations, talking about what I see, using a wide vocabulary. I can explore and talk about different forces I can feel.	Explore the natural world around them, making observations and drawing pictures of animals and plants.
I can talk about living things.	I am beginning to understand the need to respect and care for the	I can identify how living things adapt to their environment.	I understand the key features of the life cycle of a plant and an animal.	Explore the natural world around them, making

	natural environment and all living things.	I can observe and describe living things including plants and animals.	I can plant seeds and care for growing plants.	observations and drawing pictures of animals and plants.
I can talk about changes and patterns in the natural world.	<p>I can describe patterns in the natural world (colours/shapes/stripes/spots...)</p> <p>I can describe different weather types and changes.</p>	<p>I understand the effect of changing seasons on the natural world around me.</p> <p>I can explore the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p>	<p>I understand and can talk about the effect of changing seasons on the natural world around me.</p> <p>I can talk about the differences between materials and changes I notice. – freezing/melting/mixing/dissolving</p>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.