



Science in EYFS

In the Foundation Stage children will be taught Science through the Specific Area, **Understanding the World**. Children will begin to gain a wider experience of the world around them by learning through first-hand experiences to explore, observe, problem solve, predict and think critically. Children will be encouraged to make decisions and talk about creatures, people, plants and objects in their natural environments. Staff will ask children open-ended questions, to help children to think and make connections between ideas. Children will learn about seasons, the weather, materials, minibeasts, growth, animals, how to stay healthy, change. They will also be encouraged to talk about and record their findings, through drawing, writing, and modelling. Through carefully planned activities, chosen by staff, activities based around the interests of the children and children working and exploring independently they will develop their scientific knowledge.

Below are the Development Matters statements for the Specific Area **Understanding the World**, it is made up of 3 aspects, **Past and Present (History)**, **People, Culture and Communities (Geography)** and **The Natural World (Science)**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by staff, activities based around the interests of the children and children working and exploring independently they will develop their scientific knowledge.

Below are the statements for Specific Area of the EYFS curriculum, **The Natural World** :

3-4 Years

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.



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- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goal

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Aspects of healthy living, self -help and self-care are found in in **Personal, Social and Emotional Development** and **Physical Development**. Below are the statements for Specific Area of the EYFS curriculum, **Personal, Social and Emotional Development**, Managing Self:

Reception

- Manage their own needs.

Early Learning Goal

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Below are the statements for Specific Area of the EYFS curriculum, **Physical Development**:

3-4 Years

- Make healthy choices about food, drink, activity and toothbrushing

Reception

- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian



EYFS Science	
<p>Autumn 1 Only One you / I wanna be like you... Text : Only One You Linda Kranz Elmer David McKee Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Talk about Autumn, discuss weather• Observe changes• Compare leaves <p>learn independent self- care- toileting, handwashing, healthy snack choices</p> <ul style="list-style-type: none">• Understand I am unique, we are the same but different• Talk about changes to our body during PE, why we need to warm up	<p>Autumn 2 What do we Celebrate? Text : Bonfire Night Katie Dicker Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Talk about winter and weather• Observe changes• Leave water in trays over night talk about ice, compare to water, what has happened? Changed?• Read information text ‘My body’• Introduce senses, play games• Make sound/senses map of route to school• Role play- hospital• Leave carrots out for Rudolf – what happens if we leave it out too soon? Observe, discuss changes, explain why it changed
<p>Spring 1 Can you Catch a Star? Text : How to Catch a Star Oliver Jeffers Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Look at materials• Talk about what materials an astronaut needs to make clothes from• Techniquet space talk- practical workshop using a range of materials• Free exploration at Techniquet• Change role play to a weather station• Shoot a rocket into space• Make pancakes	<p>Spring 2 Superheroes Text : Super Daisy Kes Gray & Nick Sharratt Supertato Sue Hendra Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Talk about Spring• Go on a spring walk around school, talk about changes, compare trees, leaves• Talk about food for superheroes• Healthy balanced diet• Design healthy lunchbox• Make fruit kebabs• Talk about a pet for superhero side kick, what do pets need to survive• Meet Dexter the superhero dog, take him for a walk, brush him, feed him
<p>Summer 1 Castles, Dragons and Knights Text: Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Look at a variety of seeds• Plant seeds, runner beans, cress, sunflowers• Observe changes, observe growth, life cycle of a seed• Gardening outside	<p>Summer 2 Out and About Text: Superworm Julia Donaldson & Axel Scheffler Aaaarrgghh, Spider! Lydia Monks Mad About Minibeasts! Giles Andreae & David Wojtowycz Guided Learning Opportunities:</p> <ul style="list-style-type: none">• Minibeast hunt• Minibeast habitats• Observe similarities, differences• Trip to canal, follow up floating and sinking



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Coverage across the year:

This may change depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

<p>Autumn 1</p> <p>3-4 Years</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue to develop positive attitudes about the differences between people. <p>Reception.</p> <ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<p>Autumn 2</p> <p>Reception</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
<p>Spring 1</p> <p>ELG</p> <ul style="list-style-type: none"> 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 	<p>Spring 2</p> <p>ELG</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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