



Learning in EYFS:

## What Science Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Science within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Science.

The most relevant statements for Science are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

History		
Reception	Understanding the World	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>

EYFS End Points
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>
<p><b>Autumn A</b> <b>Me and My Community</b></p>

**Understanding the World**

Children will be able to discuss different insects they discover during outdoor learning.

Children will make observations about the weather during outdoor learning.

Children will discuss plants and trees during outdoor learning.

Children will be exposed to different seasons, plants and animals through story.

**Science Skills**

<p>To make observations about animals.</p> <p>Children will be able to discuss different insects they discover during outdoor learning.</p>	<p>To make observations about plants.</p> <p>Children will discuss plants and trees during outdoor learning.</p>	<p>To make observations about the environment.</p> <p>Children will make observations about the weather during outdoor learning.</p>	<p>To use working scientifically skills with support and independently.</p>
---	--	--	---

**Autumn B**

**Understanding the World**

Children will be able to talk about the changes that happen in the local environment during the night.

Children will be able to name and discuss different nocturnal animals.

Children will be able to name and discuss different diurnal animals.

Children will be able to look in depth at some nocturnal animals including owls.

Children will learn about nocturnal animals using the texts Owl Babies and Night Monkey, Day Monkey.

Children will be able to carry out a simple experiment linked to melting ice.

**Science Skills**

<p>To make observations about animals.</p> <p>Children will be able to name and discuss different nocturnal animals.</p> <p>Children will be able to name and discuss different diurnal animals.</p> <p>Children will be able to look in depth at some nocturnal animals including owls.</p> <p>Children will learn about nocturnal animals using the texts Owl Babies and Night Monkey, Day Monkey.</p>	<p>To make observations about plants.</p>	<p>To make observations about the environment.</p> <p>Children will be able to talk about the changes that happen in the local environment during the night.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children will be able to carry out a simple experiment linked to melting ice.</p>
--	---	--	--

**Spring**

**Long Ago**

**Understanding the World**

Children will be able to discuss yearly changes.

Children will be able to carry out a simple experiment linked to dissolving gingerbread men.

Children will have the opportunity to investigate which material is best for boats.

Children will be able to investigate floating and sinking during outdoor learning.

**Science Skills**



<p>To make observations about states of matter.</p> <p>Children will be able to carry out a simple experiment linked to dissolving gingerbread men.</p>	<p>To make observations about materials.</p> <p>Children will have the opportunity to investigate which material is best for boats.</p>	<p>To make observations about the environment.</p> <p>Children will be able to discuss yearly changes.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children will be able to carry out a simple experiment linked to dissolving gingerbread men.</p> <p>Children will be able to investigate floating and sinking during outdoor learning.</p>
---	---	--	---

**Spring B**  
Ready Steady Grow

**Understanding the World**

- Children will carry out a simple experiment growing carrot scraps.
- Children will be able to name different fruit and vegetables.
- Children will be able to grow simple vegetables.
- Children will be able to discuss what plants need to grow.
- Children will be able to name different farm animals.

**Science Skills**

<p>To make observations about animals.</p> <p>Children will be able to name different farm animals.</p>	<p>To make observations about plants.</p> <p>Children will be able to name different fruit and vegetables.</p> <p>Children will be able to grow simple vegetables.</p> <p>Children will be able to discuss what plants need to grow.</p>	<p>To make observations about the environment.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children will carry out a simple experiment growing carrot scraps.</p> <p>Children will be able to grow simple vegetables.</p>
---	--	--	---

**Summer A**

**Understanding of the World**

- Children will be able to discuss different animals who live in a zoo.
- Children will be able to discuss similarities and differences between animals.
- Children will be able to discuss seasonal changes and how this affects animals.
- Children will discuss and name different animal babies.
- Children can carry out an experiment comparing different animals.

**Science Skills**



<p>To make observations about animals.</p> <p>Children will be able to discuss different animals who live in a zoo.</p> <p>Children will be able to discuss similarities and differences between animals.</p> <p>Children will discuss and name different animal babies.</p>	<p>To make observations about plants.</p>	<p>To make observations about the environment.</p> <p>Children will be able to discuss seasonal changes and how this affects animals.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children can carry out an experiment comparing different animals.</p>
--	---	---	--

**Summer B**

**Understanding of The World**

Children will be able to discuss what you can do at a beach including sandcastles and swimming.

Children will be able to discuss what animals live at the seaside.

Children will be able to discuss molluscs and how they move across the beach.

Children will discover what animals live in rock pools.

Children will be able to name and discuss different sea birds.

Children will be able to discuss plants that grow in and around the beach/sea.

Children will be able to carry out a simple investigation comparing materials for fishermen's coats.

Children to carry out an investigation comparing seaweed.

**Science Skills**

<p>To make observations about animals.</p> <p>Children will be able to discuss what animals live at the seaside.</p> <p>Children will be able to discuss molluscs and how they move across the beach.</p> <p>Children will discover what animals live in rock pools.</p> <p>Children will be able to name and discuss different sea birds.</p>	<p>To make observations about plants.</p> <p>Children will be able to discuss plants that grow in and around the beach/sea.</p>	<p>To make observations about the environment.</p> <p>Children will be able to discuss what you can do at a beach including sandcastles and swimming.</p> <p>Children will discover what animals live in rock pools.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children will be able to carry out a simple investigation comparing materials for fishermen's coats.</p> <p>Children to carry out an investigation comparing seaweed.</p>
--	---	--	--

**Vocabulary**

herbivore face carnivore hair omnivore leg human knee animal arm fish elbow birds back head toes ear hands eye fingers  
 tree petals trunk fruit branch roots leaves bulb flowers seed  
 material metal wood rock plastic hard glass soft paper fabric material smooth shiny rough  
 Summer day Spring dark Autumn light Winter night Season Moon Sun  
 Nocturnal diurnal