



Learning in EYFS NURSERY:

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.

Science		
Nursery	Understanding the World	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Plant seeds and care for growing plants. • Explore how things work. • Show interest in different occupations. • Use all their senses in hands-on exploration of natural materials.

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>Autumn A Let's Explore</p>

Understanding the World

Children can discuss different materials and boxes to make a cat home.
 Children can explore different feely boxes and discuss what they can feel .
 Children can find and discuss different animals around the school grounds.
 Children can describe different animals.
 Children can think about where animals might live.
 Children can complete a sensory walk.
 Children can discuss germs and how to wash hands correctly.
 Children can discuss plants on a walk around the classroom.

Science Skills

<p>To make observations about animals.</p> <p>Children can find and discuss different animals around the school grounds.</p> <p>Children can describe different animals.</p> <p>Children can think about where animals might live.</p>	<p>To make observations about plants.</p> <p>Children can discuss plants on a walk around the classroom.</p>	<p>To make observations about the environment and materials.</p> <p>Children can discuss different materials and boxes to make a cat home.</p> <p>Children can complete a sensory walk.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children can explore different feely boxes and discuss what they can feel .</p> <p>Children can find and discuss different animals around the school grounds.</p> <p>Children can discuss germs and how to wash hands correctly.</p>
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Autumn B

Winter Wonderland

Children can name the 4 seasons.
 Children can discuss what we would be worn during each season.
 Children can discuss winter animals.
 Children can watch winter birds.
 Children can create bird feeders.
 Children can explore ice.
 Children can think about animal habitats.
 Children can name animals that live in cold places.
 Children can play in the snow.
 Children can explore snowflakes.

Science Skills

<p>To make observations about animals.</p> <p>Children can discuss winter animals.</p> <p>Children can watch winter birds.</p> <p>Children can create bird feeders.</p> <p>Children can think about animal habitats.</p> <p>Children can name animals that live in cold places.</p>	<p>To make observations about plants.</p>	<p>To make observations about the environment and materials.</p> <p>Children can name the 4 seasons.</p> <p>Children can discuss what we would be worn during each season.</p> <p>Children can explore ice.</p> <p>Children can play in the snow.</p> <p>Children can explore snowflakes.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children can create bird feeders.</p>
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**Spring
Starry Night**

Understanding the World

Children know what daytime and night time mean.
Children can name nocturnal animals.
Children can go on a night time walk.
Children can enjoy exploring a pretend bat cave.

Science Skills

<p>To make observations about states of matter.</p> <p>Children can name nocturnal animals.</p> <p>Children can enjoy exploring a pretend bat cave.</p>	<p>To make observations about materials.</p>	<p>To make observations about the environment.</p> <p>Children know what daytime and night time mean.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children can go on a night time walk.</p>
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**Spring B
Once Upon a Time**

Understanding the World

Children can explore different materials during CP using rose petals etc
Children explore Porridge in a tuff tray.
Children grow a bean plant.
Children explore the materials used to create a Little Pig House.
Children can think about which material to use to build a bridge.

Children complete Science Week activities.

Science Skills

<p>To make observations about animals.</p> <p>Children complete Science Week activities.</p>	<p>To make observations about plants.</p> <p>Children grow a bean plant.</p> <p>Children explore the materials used to create a Little Pig House.</p> <p>Children can think about which material to use to build a bridge.</p> <p>Children complete Science Week activities.</p>	<p>To make observations about the environment and materials.</p> <p>Children can explore different materials during CP using rose petals etc</p> <p>Children explore Porridge in a tuff tray.</p> <p>Children complete Science Week activities.</p>	<p>To use working scientifically skills with support and independently.</p> <p>Children complete Science Week activities.</p>
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**Summer A
Sunshine and Sunflowers**

Understanding of the World

Children can talk about changes or differences in seasons.
Children can name different plants, flowers and trees.
Children go on a sense walk through the outdoors.
Children look at, discuss and explore garden animals.

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Science Skills			
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<p>To make observations about animals.</p> <p>Children look at, discuss and explore garden animals.</p>	<p>To make observations about plants.</p> <p>Children can name different plants, flowers and trees.</p>	<p>To make observations about the environment.</p> <p>Children can talk about changes or differences in seasons.</p> <p>Children go on a sense walk through the outdoors.</p>	<p>To use working scientifically skills with support and independently.</p>
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Summer B			
Big Wide World			

Understanding of The World			
<p>Children can discuss animals from around the world.</p>			

Science Skills			
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<p>To make observations about animals.</p> <p>Children can discuss animals from around the world.</p>	<p>To make observations about plants.</p>	<p>To make observations about the environment.</p>	<p>To use working scientifically skills with support and independently.</p>
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<p>Vocabulary</p> <p>head eyes nose mouth ears hands fingers feet toes arm leg animal tree leaf flower stem seed material wood glass paper hard soft Summer day Spring dark Autumn light Winter night Season Moon Earth Moon Sun star loud quiet</p>			
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