

Science in the EYFS Curriculum Overview

<p>EYFS</p>	<p>Theme: Me and My Family / Into the Woods</p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none"> Nursery: Talk about changes in Autumn. Reception: To explore and ask questions about the natural world around them. <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing. Know and identify basic body parts e.g. arm, leg, head etc. Talk about changes in the leaves, weather and seasons 	<p>Theme: Winter Wonderland/Once upon a time</p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none"> Nursery: Talk about what happens on cold winter days. Reception: Make observations about animals discussing similarities and differences. <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none"> Describe and comment on things they have seen whilst outside including plants and animals. Describe what happens when ice melts/freezes. Talk about which objects float and sink. 	<p>Theme: Gardens and Growing/ Let’s Go on an Adventure</p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none"> Nursery: With support, plant a seed and talk about the basic things a seed needs to grow. Nursery: Discuss different forces such as push and pull. Reception: Make observations about plants discussing similarities and differences. Know some important processes and changes in the natural world including states of matter. <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none"> Identify minibeasts in school grounds e.g. worms, slug, ladybird etc. Talk about what plants need to grow. Talk about how a caterpillar changes into a butterfly.
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			<ul style="list-style-type: none">• To talk about the difference between a push and a pull.
	<p><u>Spontaneous Learning Opportunities for Science in the EYFS may include:</u></p> <ul style="list-style-type: none">• Sharing books about the weather, the human body, the world, growing etc.• Noticing and talking about the changing seasons.• Exploring floating and sinking in the water tray.• Encouraging awe and wonder about the natural world.• Exploring freezing and melting during Winter weather.• Providing scientific invitations to play e.g. dark den, magnets, light sources etc.• Exploring how things work and change. Making predictions about what might happen.• Talking care of plants and providing gardening opportunities in the outdoor area and through forest school activities.		
	<p><u>Early Learning Goals linked to History</u></p> <p><u>Understanding the World: The Natural World</u></p> <ul style="list-style-type: none">• 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. <p><u>Communication and Language: Speaking</u></p> <ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate. <p><u>How Science looks in KS1</u></p>		

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Working scientifically:

Asking simple questions.

Observing closely, using simple equipment.

Performing simple tests. Identifying and classifying.

Using observations and ideas to suggest answers.

Gathering and recording data to help answer questions.

Plants:

Identifying and naming a range of plants.

Identifying and describing basic structure of common flowering plants.

Animals including humans:

Identifying and naming common animals.

Identifying and naming animals that are carnivores, herbivores and omnivores.

Describing and comparing the structure of a variety of animals.

Identifying, naming, drawing and labelling the basic parts of the human body and linking body parts to senses.

Everyday Materials:

Distinguishing between an object and the material it is made from.

Identifying and naming a variety of everyday materials.

Describing the simple physical properties of everyday materials.

Comparing and grouping everyday materials based on physical properties.

Seasonal changes:

Observing changes across the four seasons.

Observing and describing weather associated with the seasons and how the day length varies.