

EYFS Links to Science

We ensure that the curriculum in EYFS covers the Early Learning Goals set out in the EYFS Framework.. However, we are also steered by the children's fascinations ensuring that our curriculum is designed to meet the needs and interests of the children. Through observations and continuous discussions with the children about their learning, planning is adapted accordingly. The curriculum is designed to be taught using both adult-led learning, child-led learning as well as a carefully planned and enhanced continuous provision that encourages the children to revisit and remember previously taught skills and knowledge, preparing the children for their transition into Key Stage 1.

Development Matters What the children learn in Reception	<u>U&W</u> Explore the natural world around them. Describe what they see, hear and feel while they are 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. <u>C&L</u> Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. <u>PSED</u> 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
Early Learning Goals	<u>C&L -Listening, Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding. <u>PSED - Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>The Natural World</u> 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.

	Autumn 1 - It's good to be me	Autumn 2 - Celebrations	Spring 1 - Whatever the weather	Spring 2 - Past, Present and Future	Summer 1 - A bug's life	Summer 2 - The Next Chapter
Scientific Skills	Humans Look at photographs of ourselves and other people and describe them. Identify our features. Encourage children to comment on how their friends and family are the same and different. Identify how we have changed since being a baby.	Animals, excluding humans & Living things and their habitats Owl Babies - explore the habitats of woodland animals. Share books about different woodland animals. Describe different habitats. Name and describe different animals they see in books, pictures, videos and when they are outside.	Materials including change Observe different weather types. Make a cloud jar so that we can find out how rain is formed. Describe what they see, hear and feel whilst outside - Encourage focused observation of the natural world. Forces Explore floating and sinking - Can we make boats to float in puddles	Forces Explore different materials to make ramps to roll different forms of transport. Explore different materials to put down the ramps, Encourage children to talk about what they notice. E.g. sand, bricks... Animals, excluding humans Sort dinosaurs into herbivores and carnivores. Encourage children to name and describe different dinosaurs. Ask questions and talk about the different habitats that animals live in.	Science Living things and their habitats See living things and their habitats Name and describe different Minibeasts. Observe the lifecycle of a butterfly. Encourage children to recognise familiar plants and animals outside. Explore different ways to stay healthy. After close observation, draw pictures of the natural world, including animals and plants.	Light Shadows - talk about the changes when a cloud covers and uncovers the sun. Identify and explore different light sources. Observe and draw pictures of objects forming shadows. Measure shadows using the feet. Explore different materials, predict which material will make the best/worst shadow. Forces Magnets - explore magnets and encourage the children to talk about what happens when they touch different materials.
	Seasonal changes This is ongoing throughout the year. Throughout the year we will develop our knowledge, skills and understanding through a playful, learning environment which encourages curiosity, critical thinking, awe and wonder.					

	Play and explore outside in all seasons and in different weather. Observe living things throughout the year. Understand the effect of changing seasons on the natural world around them Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. <u>Vocabulary</u> spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers					
Vocabulary	hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman Expose children to supplementary vocabulary bald, elderly, wrinkles, male, female, freckles	Animals, plants Woods, Forest, habitat, names of animals. environment,	Rain, cloud, storm, thunder, lightning, ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, c Float, sink, change, senses, observe, solid, liquid, gas	up, down, top, bottom, surface, move, roll, fast, slow, faster, slower, fastest, slowest, further, furthest. Names of dinosaurs, herbivores, carnivores, plants eaters, meat eater, habitat, environment	Names of minibeast, plants, flowers, trees, soil, lifecycle, butterfly, caterpillar, chrysalis, egg, cocoon Habitat, living things, environment.	Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-see-through, source, light source casting a shadow, pale, dark, transparent, opaque