

Learning in EYFS: Science

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 early years outcomes are prerequisite skills for science within the national curriculum.

The most relevant early years outcomes for science are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

Science			
30-50 Months	Physical development	Health and Self-Care	<ul style="list-style-type: none"> • To observe the effects of physical activity on their bodies.
	Understanding the World	The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To begin to be interested in and describe the texture of things.
40-60 Months	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
	Understanding the World	The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change.
ELG	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	Understanding the World	The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

In the EYFS lessons we interlink learning of subjects therefore subjects are not necessarily taught discretely. Here is an overview of is taught.

Autumn term:	Experiences the children will take part in:
Human body	<p>The children will take part in a variety of activities to name parts of the body, for example singing songs, drawing around their body and labelling it.</p> <p>They will take part in activities to introduce them to the senses, listening games, tasting foods, smelling activities, feely bags (naming texture smooth, bumpy etc...) and looking activities using coloured paddles.</p> <p>During PE sessions children will talk about what is happening to their body: faster heart, felling hot, breathing faster.</p>
Autumn	<p>Talk about the changes they notice in the outdoors.</p> <p>Share a variety of information and story books to find out about Autumn.</p> <p>Use autumnal colours to create autumn art work.</p> <p>Look at woodland animals.</p>

Spring Term	Experiences the children will take part in:
Winter	<p>The children will talk about key features of winter and notice changes in their environment, ice, frost etc...</p> <p>Introduce them to hibernation.</p> <p>Take part in ice experiments, leaving it in the classroom and discussing what is happening to it.</p> <p>Painting on ice</p> <p>Take part in a variety of art activities using winter colours.</p> <p>Sorting winter/summer clothes and explaining their reasoning.</p> <p>Linked to polar regions.</p>
Spring	<p>Talk about the changes they notice in the outdoors.</p> <p>Share a variety of information and story books to find out about spring.</p> <p>Use spring colours to create spring art work.</p> <p>Planting a pea seed and talking about what it needs to grow.</p> <p>Taking care of the plants in the outdoors.</p> <p>Planting vegetables and observing the changes.</p> <p>Labelling simple parts of a plant.</p>
Growth	<p>Watching chicks hatch and learning the life cycle of a hen.</p> <p>Watching caterpillars change into a butterfly and learning the life cycle of a butterfly.</p> <p>Sorting toys and objects which babies, children and adults may need.</p> <p>Looking at baby photos and talking about how they have changed.</p>

Summer Term	Experiences the children will take part in:
Summer	<p>Talk about the changes they notice in the outdoors, weather and natural resources.</p> <p>Share a variety of information and story books to find out about summertime.</p> <p>Use summer colours to create summer art work.</p> <p>Learn about keeping safe in the sun.</p>
Animals	<p>Children will take part in a variety of activities starting with a story to learn about different animal's such as names, environments they live in, key features, baby names etc...</p> <p>They will go on hunts, produce art work, look at books, label, write information about, small world play</p> <p>Mini-beasts, farm animals, jungle animals, sea life.</p>
Materials	<p>Floating and sinking</p> <p>Magnetic and non-magnetic</p> <p>Mixing materials together and making predictions for example, bicarbonate of soda and vinegar.</p> <p>Which material will move down the slope the quickest? Soap, cream, water etc..</p>