

Science in EYFS

Tell me about Science in EYFS ...

1) Concepts and skills

- *What does the taught curriculum look like?*

Understanding the world

ELG 15 – explore the natural world around them, making observations and drawing pictures of plants and animals. Noticing similarities and differences between the natural world around them and contrasting environment. Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.

*seasonal changes – children go on an autumn and spring walk. They then compare differences.

*introduction to materials by making pirate hats

* **living eggs – life cycle of a chick**

Communication and language

ELG 1: Children ask questions to promote thinking and wondering, making predictions and reflecting. Pupils listen attentively and respond to what they hear with relevant questions and actions in class discussions and small group interactions. Pupils ask questions to develop their understanding.

ELG 2: offer explanation for why things might happen, making use of recently introduced vocabulary. Express their ideas and feelings about their experiences.

- *What does the environmental curriculum look like?*

- Exploring through play

- taking on opportunities as they arise (e.g what animals do you notice outside)

- developing observation skills

- creating with materials safely and exploring a variety of materials to begin to understand their properties.

-developing ideas through continuous provision.

*states of matter (ice)

*floating/sinking – Children explore a range of objects and discuss what floats and sinks. Children review and reflect on their finding.

*torches and mirrors to explore light, reflection and shadow.

- *forces – children explore magnets
- *exploring materials through construction, sand and water play
- *growing plants and vegetables
- * planets / solar system

- 2) Attitudes and dispositions_- How are the characteristics of effective learning developed through your subject?

Engagement, playing and exploring

Find out through exploring, showing curiosity about objects and events (seasons). Pupils use senses to explore the world around them. They engage in open ended activity. Children show fascination about the world around them.

Creative and critical thinking

Children develop their own ideas, finding ways to solve problems and new ways to do things. Making links and noticing patterns. Pupils make predictions and test their ideas. Children develop their ideas about grouping, sequences, cause and effect. Children choose ways that they want to do things. They plan, make, decisions about how to approach a task, solve a problem and reach a goal. They check how well their activities are going and change the strategy as need. Pupils review how well their chosen approach worked.

- 3) Vocabulary - What specific vocabulary is taught in preparation for the National Curriculum?

Push, pull, close observation, shadow, names of the seasons, names of common plants and animals in the local environment, names of common materials

Readiness for Y1

Through exploration of materials in EYFS, children explore and experiment what the best material is to build a house for the three little pigs.

Children will revisit seasonal change in Year 1, and explore further the reasons for changes in the environment. For example, why trees are bare in winter, making links to weather and climate learnt in Geography.

Through exploration of plants and animals thought continuous, children are taught a more structured unit of work in year one. They learn about the parts of a plant, what plants needs to grow and growing their own plants.