

Learning in EYFS: Science

This document demonstrates which statements from the Development Matters are prerequisite skills for Science within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for Science are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

Science		
Three and Four-Year-Olds	<i>Communication and Language</i>	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	<i>Personal, Social and Emotional Development</i>	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing.
	<i>Understanding the World</i>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.

Reception	<i>Communication and Language</i>		<ul style="list-style-type: none"> • 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.
Reception Continued	<i>Personal, Social and Emotional Development</i>		<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
	<i>Understanding the World</i>		<ul style="list-style-type: none"> • 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.
ELG	<i>Communication and Language</i>	<i>Listening, Attention and Understanding</i>	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding.
	<i>Personal, Social and Emotional Development</i>	<i>Managing Self</i>	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	<i>Understanding the World</i>	<i>The Natural World</i>	<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.

Specific Teaching and Vocabulary in Early Years

- Children are encouraged to record what they see in an age/stage appropriate way. For example, drawings, writing and taking photos.
- Adults model and children are encouraged to use the correct vocabulary for plants/trees.
- Categories of animals are taught through books and other child-initiated activities. E.g. wild animals and pets, zoo and farm animals, land and water animals, flying animals.
- Through outdoor learning and positive interactions, changes over time (linked with seasons) are taught.
- Simple life cycles of animals and humans are taught and children gain experience of this through chick/ducklings/butterflies.
- Through outdoor play children are taught how to take care of the environment and keep it clean and safe for wildlife.
- Body parts are taught through an 'All about me' topic when children first start school and also when comparing similarities and differences with each other and animals etc.

Vocabulary

Sunflower	Puppy
Daisy	Kitten
Buttercup	Calf
Daffodil	Duckling
Stem	Chick
Leaf	Piglet
Petal	Lamb
Trunk	Rough
Bark	Smooth
Branch	Soft
Root	Hard
Spring	Plastic
Summer	Wood
Autumn	Metal
Winter	Eyes
Sun	Ears
Rain	Nose
Snow	Mouth
Hailstone	Touch
Wind	Smell
Ice	Hear
Frost	Taste
Fog	See

