Science in the EYFS

	Development Matters	ELG	How this achieved in EYFS	Skills children will have by the end of EYFS
Understanding the World	**Reception:** • Learn new vocabulary • Ask questions to find out more and to check wat has been said to them • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen • Use new vocabulary in different contexts • Know and talk about different factors that support overall health and wellbeing such as: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time,	**The Natural World** • 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. **Managing Self** • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Listening, Attention and Understanding** • Make comments about what they have heard and ask questions to clarify their understanding.	**Autumn Term:** *All about me:* • Discussions around snack time and lunch time - healthy eating choices. • Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise. • Story time and circle time to explore books focusing on staying healthy and the human body. • Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes, My Body. *Seasonal changes – Autumn and Winter:* • Exploring school's grounds and observing seasonal changes in the autumn. • Explore books about autumn including 'We're Going on a Leaf Hunt'. • Exploring natural autumnal resources in a Tuff Tray, asking questions and making/drawing observations. • Observe seasonal weather changes • Observe seasonal weather changes in the winter (ice exploration). **Spring Term:** *Traditional Tales:* • Investigate floating and sinking by building a boat for the Gingerbread Man. *Superheroes:* • Discuss healthy and unhealthy food choices through 'Supertato'. • Revisit the importance of oral hygiene. *Seasonal Changes – Spring:* • Exploring schools' grounds and observing seasonal changes in the spring.	**Working scientifically** • Show curiosity about objects, events and people. • Make their own predictions and test their own ideas. • Use their senses to explore the world around them. **Plants** • Talk about some of the things they have observed such as plants, natural and found objects. • Talk about why things happen and how things work. • Show care and concern for living things and the environment. • Make observations of plants and explain why some things occur, and talk about changes. **Animals including humans** • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Show care and concern for living things and the environment. • Make observations of animals and explain why some things occur, and talk about changes. **Materials**

	having a good sleep routine • Explore the natural world around them • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.		• Compare the spring changes to the autumn changes. • Observe, question and draw spring plants/spring growth. • Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations. **Summer Term:** *Nursery Rhymes:* • Investigate and predict which materials would protect Humpty Dumpty. *Bugs and Plants:* • Explore, observe and identify minibeasts in real life • Explore the life cycle of a butterfly by observing real caterpillars change into butterflies. • Read 'The Very Hungry Caterpillar' and revisit healthy and unhealthy foods and their impact on oral hygiene. • Plant sunflower seeds and investigate the stages of plant growth. *Handa's Surprise:* • Observe, explore and compare contrasting natural environments around the world: rainforest, arctic, urban environments and the savannahs. • Explore, compare, contrast, observe, draw and discuss animals native to the UK, polar regions and Africa. • Knowing where different animals come from. *Summer:* • Explore senses – what can you hear, feel and smell at the seaside?	• Choose different materials for a particular purpose. • Understand and talk about similarities and differences in relation to different materials. **Physical processes** • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Make observations and talk about the features of their own immediate environment and how environments might vary from one another. **Vocabulary:** • Autumn, winter, spring , summer, • plant, leaf, flower, blossom, seed, • hard, soft, • Head, arms, feet, toes, legs, neck, ears, tongue, eyes, hands, teeth mouth, nose. healthy , germs • Pig, piglet, horse, foal, duck, duckling • caterpillar, cocoon, butterfly, worm, ladybird, bee, tail, paws, fur, feathers, • fast, slow, further,magnet, • sink, float • Magnifying glass • Investigate

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