



Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Exploring Science in the Early Years Foundation Stage

How does the curriculum provide a foundation of scientific skills and knowledge in the EYFS?

Development Matters (linked to science)	Early Learning Goals (linked to science)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p>Three- and Four-Year Olds</p> <p>Understanding the World:</p> <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. • 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. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>People, Communities and Culture: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>Understanding the World: Children at the expected level of development will:</p> <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. 	<p>Plants:</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals (including humans):</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday materials:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> • Compare the habitats and animals that live in Kingsland compared to those that live in Africa or the Arctic/Antarctic. • Name familiar plant and wildlife that we can find in our school grounds. • Explore the school grounds • Help protect our local environment through caring for the plants and wildlife within our grounds and village. • Attempt to grow and cook our own produce. • Draw things in our environment or when on walks. • Compare and experience different seasons over the year. • Make observations of the local trees and plants as the seasons change. • Explore changes in materials • Explore changing materials when making Easter nests – melting chocolate or making ice-cream in the Summer. • Investigate forces through games, visiting the playground, making ramps for the cars (friction) and using magnetic toys. • Seasonal senses walks. • Planting, cooking and eating our own vegetables. • Healthy eating – making fruit kebabs or smoothies. • Minibeast hunts • Paint in the outdoor environment.

<p>Reception</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them 		<ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Changes:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • Make bug hotels. • Explore animals and their habitats. • Care for caterpillars and watching them change and develop. • Weather charts and daily discussions about the weather • Experience the weather through shadow making, a wind activity day, snow days. • Floating and sinking – making a boat.
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