EYFS Science

CHERRY TREE PRIMARY SCHOOL

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.

Science is taught cross curricular every day during both adult directed and child initiated learning. E.g. lifecycles, seasons, watching chicks hatch, using magnifying glasses, binoculars – bird watching, watching changes in our environment, living things display (plants), welly walks once a week.

We record Science through observations which can be seen on Tapestry in Nursery and Reception. Tapestry is an online learning journal which consists of pictures of children's work, children's voice, moments from home e.g. nature walks, adult led activities, independent activities as well as child initiated learning (this is where children can choose where to work and we scaffold their learning). In Reception we also have a theme and maths folder. In the theme folder you can see work on chicks, senses work (food tasting), linked to story books about seasons. Also work is displayed around the classroom across EYFS.

Examples of some activities that can be seen across the year in EYFS are:

- Chocolate melting to create Easter nests
- Watching plants grow all year round
- Planting beans – linked to story Jack and the Beanstalk
- Welly walks to see changes to our environment
- Science experiments – mentos, skittles
- Watching chicks hatch
- Observing the lifecycle of a butterfly
- Talking about our senses e.g. taste testing food, using binoculars to go for a walk

Below is the EYFS statements taken from Birth to 5 that children need to meet during Nursery and Reception. You can see the progression from Range 5 to Early Learning Goals (ELG). ELG is where children should be at the end of Reception. Science is mostly seen in Understanding of the World (UW) and Communication and Language (CL) statements.

	Understanding of the World (UW)	**Communication and Language**
Range 5	**<u>The World</u>** • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment	**<u>Speaking</u>** • Beginning to use more complex sentences to link thoughts (e.g. using *and, because*) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives • explanations. Asks e.g. *who, what, when, how*
Range 6	**<u>The World</u>** • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things	**<u>Speaking</u>** • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

	• Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes	
ELG	**<u>The Natural World</u>** Children at the expected level of development will: - 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.	**Speaking** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.