

## Science in EYFS

Science at Foundation Stage is introduced indirectly through activities that encourage our children to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. It's called 'understanding of the world'.

Children explore creatures, people, plants and objects in their natural environments. They observe and manipulate objects and materials to identify differences and similarities. Children also learn to use their senses to explore the world around them.

Our children will be encouraged to ask questions about why things happen and how things work. Our children will also be asked questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings.

Science is taught through the Specific Area, **Understanding the World** and is made up of 3 aspects, The World, People and Communities and Technology.

Below are the statements for the Specific Area of the EYFS curriculum, **The World**. Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their scientific knowledge.

### 30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. [L] [SEP]
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. [L] [SEP]
- Talks about why things happen and how things work. [L] [SEP]
- Developing an understanding of growth, decay and changes over time. [L] [SEP]
- Shows care and concern for living things and the environment. [L] [SEP]

### 40-60 months

- Looks closely at similarities, differences, patterns and change.

### Early Learning Goal

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. [L] [SEP]

### Exceeding

- Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

## Reception ~ Year Overview

Below are our topics for the year and the probable objectives covered in each topic, alongside these already decided topics the children choose activities that interest them.

We also have many ongoing activities, which develop the children's scientific skills independently e.g. water play - floating and sinking. Planting beans, potatoes and cress and our animal area.


### Autumn 1

#### **Myself and my family**

(30-50 Developing an understanding of growth, decay and changes over time.

40-60 Looks closely at similarities, differences, patterns and change.)

#### **Minibeasts**


(30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.  Shows care and concern for living things and the environment.

40-60 Looks closely at similarities, differences, patterns and change.)

### Autumn 2

#### **PWP We're Going on a Bear Hunt**

#### **Visit Riverside Organics farm**

(30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects. 

30-50 Shows care and concern for living things and the environment.

40-60 Looks closely at similarities, differences, patterns and change.)

#### **NF Recount of our trip to Riverside Farm**


#### **Bears and Christmas/Teddy Bear Week**

(40-60 Looks closely at similarities, differences, patterns and change.)

### Spring 1

#### **PWP Little Red Hen**

#### **Visit Bunbury Mill**

(30-50 Talks about why things happen and how things work. 

30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

30-50 Developing an understanding of growth, decay and changes over time.

40-60 Looks closely at similarities, differences, patterns and change.)

#### **NF How to make bread**

(40-60 Looks closely at similarities, differences, patterns and change.

ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

#### **People who help us visit from lollipop lady, nurse, doctor, dentist, and librarian**

(40-60 Looks closely at similarities, differences, patterns and change.)

#### **Superhero Week**

(40-60 Looks closely at similarities, differences, patterns and change.)

ELG EXC They know the properties of some materials and can suggest some of the purposes they are used for.)

## Spring 2

PWP The Very Hungry Caterpillar

Visit Tesco

NF Shopping list

Growth and Life Cycles

(40-60 Looks closely at similarities, differences, patterns and change.

ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

Dinosaur Week

(40-60 Looks closely at similarities, differences, patterns and change.

ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

## Summer 1

PWP Dear Zoo

Visit Chester Zoo

(40-60 Looks closely at similarities, differences, patterns and change.

ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

NF Recount of our trip to Zoo

Animals

(40-60 Looks closely at similarities, differences, patterns and change.

ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

Enhancement Week (children to choose)

## Summer 2

PWP At the End of the Rainbow

Visit Llandudno, walk to Moss Farm park

NF Our Class Trip to the Beach

Weather/Pirate Week/Beach environment

(ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

EXC They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.)