

Learning in EYFS:

What Science looks like at St Bridget's

Understanding the world educational programme

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Our curriculum is planned to include the following throughout the year to give the children as many opportunities as possible for children to develop their love of science and revise, revisit and practise skills taught over and over. Children are given many opportunities to explore their indoor and outdoor environments, and are supported in asking questions, making observations, noticing patterns and change and answering questions through first hand experiences. These early experiences are essential in laying the foundations of a pupil's scientific skills and knowledge. Through the provision of high-quality learning environments and planned provision children will be provided with opportunities to develop their excitement and curiosity in investigating and exploring and their awe and wonder of the world around us.

Specific science areas that we explore and give the children plenty of opportunities to develop are –

- Plants
- Living things and their habitats
- Seasonal changes
- Materials
- Light
- Forces
- Earth and Space

These are explored via themes and children's interest throughout the year e.g. amazing animals we look at Autumn / winter, hibernation and nocturnal animals, 'come outside' we look at spring, life cycles, new life and growth of plants and flowers and 'fun at the seaside' we look at sea creatures / summer. Alongside these themes we have open ended resources for children to explore in discover and do time and the investigation station has microscopes, binoculars, magnifying glasses,

mirrors, magnets, torches etc for the children to use freely in their play and with the high-quality interactions of the adults lots of science enquiry takes place in many areas of the classroom and outdoor area.

Examples of Science are added weekly to our Understanding the World floor book for subject leads to look and see progression.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for science within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for science.

The most relevant statements for science are taken from the following areas of learning:

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

Science		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	<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	Communication and Language	<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.
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Reception Continued	Personal, Social and Emotional Development		<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
	Understanding the World		<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	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, Social and Emotional Development	Managing Self	<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.
	Understanding the World	The Natural World	<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.