

## What does Science look like in the Early Years Foundation Stage?



Science in the Early Years Foundation Stage (EYFS) is part of Understanding the World (UTW) section of the curriculum. Children are naturally inquisitive and love to ask questions, explore new things and investigate how things work. It is vital, therefore, that we develop their passion of scientific discovery from a young age. At Marsh Green, we aim to deliver a well-balanced EYFS curriculum, where children can explore, investigate and ask questions about objects, people and resources within their child-initiated play and also during adult led and taught sessions. A fundamental part of the EYFS curriculum is enabling the environment so that children can fully access aspects of UTW within all areas of the classroom, both inside and out.

### Specific examples of Science at Marsh Green

#### Three and Four-Year-Olds

Use all their senses in hands-on exploration of natural material • 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 Age

• 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..

#### Early Learning Goal

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.

#### Autumn

**N – Owl Babies** – Day and Night

**R– Owl Babies** – Nocturnal Animals

**N/R – Growing and planting bulbs** - Identifying what plants need to grow and the Lifecycle of a plant.

**N/R - Winter/Autumn**

#### Spring

**N – Ed's Egg** – Lifecycle of a chicken

**N – Tadpole's Promise** – Lifecycle of a frog

**R – Only One You** – Naming body parts and how these work

**N/R - Spring**

#### Summer

**N – Rumble in the Jungle** - Comparing habitats in different countries

**N – Farmer Duck** – Lifecycle of a pig/cow

**N/R – Summer**

**R – Conservative Problems around the World**