










Science in EYFS

| Statutory ELG | Birth to 5 Matters Guidance | Science Skills | Science Investigations | | | | | | |
|---------------|--|--|--|---|--|--|--|---|--|
| EYFS | Cycle A |  Happy to Be Me <i>All About Me</i> |  Additional Unit - If You Go Down to the Woods... Halloween/ Bonfire Night/ Christmas |  Under the Sea <i>Stories of Friendship</i> | Additional Unit - Over the Rainbow |  Let's Play <i>Toys and Games</i> | Additional Unit - Humpty and Friends |  No Place Like Home <i>Houses and Homes</i> | |
| | Cycle B |  Tell Us a Story <i>Traditional Stories</i> | Blast Off! Halloween/ Bonfire Night/ Christmas |  Come Fly With Me! <i>Asia</i> | Additional Unit - Food, Glorious Food! |  Help is at Hand <i>Who Helps Us</i> | Additional Unit - Animal Crackers | Additional Unit - Ticket to Ride |  What on Earth...? |
| | <p>Statutory ELG: The Natural 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Statutory ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling <p>Statutory ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from | <p>Shows interest in the lives of people who are familiar to them.</p> <p>To observe and talk about similarities and differences between themselves and their peers.</p> <p>Comparing similarities and differences/Talking about things they have observed/Pattern seeking.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>To talk about their families and compare them to the families of their peers.</p> <p>Comparing similarities and differences/Talking about things they have observed/Pattern seeking.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>To observe and compare similarities and differences between different types of families.</p> <p>To talk about special times for their families and compare these to the celebrations of their peers – what is the same? What is different?</p> <p>Comparing similarities and differences/Talking about things they have observed/Pattern seeking.</p> | <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>To talk about where we live and compare different houses from around the world.</p> <p>To look at our school grounds and talk about what they have observed.</p> <p>To visit the wildlife garden and observe seasonal changes to the environment.</p> <p>Talking about things they have observed/Observing over time/Pattern seeking/Comparing similarities and differences.</p> <p>Shows care and concern for living things and the environment.</p> <p>To visit wildlife garden to study/look for signs of life in the natural environment.</p> <p>To look for minibeasts in the playground and surrounding area and talk about how to look after them and what they need to survive.</p> <p>Researching using secondary resources/Pattern seeking.</p> <p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>To visit the wildlife garden on different occasions to observe how the environment is changing and explain why these changes are happening.</p> | <p>Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <p>To learn about the sea habitat and what living things may be found.</p> <p>To learn about different sea creatures and what they need to survive.</p> <p>To compare similarities and differences between a variety of different sea creatures.</p> <p>To talk about the lifecycle of a fish and compare this to the life cycle of a human – fish come from eggs, human comes from mother.</p> <p>Talking about things they have observed/Observing over time/Pattern seeking/Researching using secondary resources.</p> <p>To explore floating and sinking.</p> <p>To understand why something floats and why they sink.</p> <p>Shows care and concern for living things and the environment.</p> <p>To learn how to look after our class fish and what they need to survive.</p> <p>To create a boat and test whether they float or sink.</p> | <p>Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <p>To learn about the farm habitat and what living things may be found.</p> <p>To learn about different farm animals and what they need to survive.</p> <p>To compare similarities and differences between a variety of different farm animals.</p> <p>To talk about the lifecycle of a chicks and compare this to the life cycle of a human – chicks come from eggs, human comes from mother.</p> <p>To learn that our food comes from animals.</p> <p>To know what resources, we get from different animals and to understand their jobs on the farm.</p> <p>Talking about things they have observed/Observing over time/Pattern seeking/Researching using secondary resources.</p> <p>Shows care and concern for living things and the environment.</p> <p>To learn about what farm animals need to survive and talk about what the farmers need to do to survive.</p> <p>Researching using secondary resources/Pattern seeking</p> <p>Children to grow their own seed and observe how it changes over time.</p> | <p>Shows interest in the lives of people who are familiar to them.</p> <p>To know which jobs are done at home and how these help us.</p> <p>To know who works at school and what jobs they do and how these help us.</p> <p>To look at a variety of emergency vehicles. To know who uses these vehicles and how these people help us.</p> <p>To learn about wider occupations and how these people help us – builder makes houses, etc.</p> <p>Comparing similarities and differences/Talking about things they have observed/Pattern seeking.</p> <p>Shows care and concern for living things and the environment.</p> <p>To talk about how we can keep our bodies healthy and what they need to survive.</p> <p>To talk about who may need extra support in society and what we can do to help them. (Babies and old people).</p> <p>Researching using secondary resources/Pattern seeking.</p> <p>Talks about why things happen and how things work.</p> <p>To explore a range of different toys from the past and present and see how they work.</p> <p>To look at how toys have changed over time.</p> <p>To know how toys move and used language</p> | <p>Shows care and concern for living things and the environment.</p> <p>To explore the natural world and the local environment.</p> <p>To make observations and draw pictures of plants and animals observed by the children.</p> <p>To go on a bug hunt and see what they can find.</p> <p>To look at the farm habitat and the animals that live here.</p> <p>Researching using secondary resources/Pattern seeking.</p> <p>To understand where food comes from.</p> <p>To know what food and resources we can get from a variety of different animals.</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>To look at a range of different plants and animals that live in our local environment and talk about what they need to survive.</p> <p>To learn about space and how it is different to Earth.</p> <p>To learn about what planet we live on and how we survive.</p> <p>To compare planet Earth to life on the moon.</p> <p>Talking about things they have observed/Comparing similarities and differences/Pattern seeking.</p> <p>Makes observations of animals and plants and</p> | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To compare transport in the past and present.</p> <p>To understand the use of different transport and where they take people.</p> <p>Comparing similarities and differences/Talking about things they have observed/Pattern seeking/Researching using secondary resources.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>To talk about vehicles that help us – emergency vehicles.</p> <p>Talking about things they have observed/Comparing similarities and differences/Pattern seeking.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>To talk about journeys the children have been on. Can they recall the time in order? Can they compare their journey to journeys in the past?</p> <p>Talking about things they have observed/Comparing similarities and</p> | <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>To learn about global warming at an appropriate level.</p> <p>To read stories to learn how to look after the environment.</p> <p>To learn about recycling and what the children can do to help make a greener world.</p> <p>Comparing similarities and differences/Talking about things they have observed/Changes over time/Pattern seeking.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>To talk about where we live and what our houses are like. To look at different types of houses and compare them to where we live.</p> <p>To talk about similarities between our houses and houses in different countries.</p> <p>Comparing similarities and differences/Talking about things they have observed/Pattern seeking.</p> <p>To test the properties of different materials when learning about Three Little Pigs to understand why houses are made of bricks.</p> |

| | | | | | | | | |
|---|---|---|--|--|---|---|--|--|
| <p>observation, discussion, stories, non-fiction texts and maps;</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes</p> <p>Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world.</p> | <p>To learn about body parts and what we need them for.</p> <p>To talk about where we live and what our houses are like. To look at different types of houses and compare them to where we live.</p> <p>To learn about the five senses and what part of the body we need to use to access each sense. To explore our senses in our classroom and surrounding area.</p> <p>Senses experiment – smell test, hearing test, treasure hunt, blind bag, taste test.</p> | <p>To collect natural resources from autumn walks. When back in the classroom, sort these resources by different criteria: size, colour, shape, etc.</p> <p>To look at patterns in weather changes which can be explained by seasonal change.</p> <p>Talking about things they have observed/Observing over time/Pattern seeking/Comparing similarities and differences.</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>To look at a range of different plants and animals that live in our local environment and talk about what they need to survive.</p> <p>To learn about space and how it is different to Earth.</p> <p>To learn about what planet we live on and how we survive.</p> <p>To compare planet Earth to life on the moon.</p> <p>Talking about things they have observed/Comparing similarities and differences/Pattern seeking.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>To compare our local environment to other environments and compare similarities and differences.</p> <p>To learn about where we live and how these differ from other countries.</p> <p>Talking about things they have observed/Comparing similarities and differences/Pattern seeking/Observing over time.</p> | | | <p>associated with forces to explain how they move. (Push and pull)</p> <p>Talking about things they have observed/Observing over time/Pattern seeking</p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p> <p>To explore a range of different toys from the past and present and see how they work.</p> <p>To look at how toys have changed over time.</p> <p>Talking about things they have observed/Pattern seeking/Changes over time.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p> <p>To explore a range of different toys from the past and present and see how they work.</p> <p>To look at how toys have changed over time.</p> <p>Talking about things they have observed/Pattern seeking/Comparing similarities and differences/Changes over time.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>To explore a range of different toys from the past and present and see how they work.</p> <p>To look at how toys have changed over time.</p> <p>Talking about things they have observed/Pattern seeking/Changes over time.</p> | <p>explains why some things occur, and talks about changes.</p> <p>To talk about the lifecycle of plants.</p> <p>To learn about a variety of different minibeasts and classify theme by different criteria.</p> | <p>differences/Pattern seeking.</p> <p>Investigate wheels and cars. Roll different sized wheels or vehicles along different textured surfaces and down ramps. Talk about what happens.</p> | |
|---|---|---|--|--|---|---|--|--|

| | | | | | | | | |
|--|--|--|--|--|---|--|--|--|
| | | | <p>Enjoys joining in with family customs and routines.</p> <p>To learn about different celebrations and how these are celebrated.</p> <p>To talk about special times for their families and how these are celebrated.</p> <p>To talk about their past experience of special celebrations for their families.</p> <p>Talking about things they have observed/Pattern seeking.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>To learn about different celebrations and how these are celebrated.</p> <p>To talk about special times for their families and how these are celebrated.</p> <p>To talk about their past experience of special celebrations for their families.</p> <p>Talking about things they have observed/Pattern seeking.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>To learn about different celebrations and how these are celebrated.</p> <p>To talk about special times for their families and how these are celebrated.</p> <p>To talk about their past experience of special celebrations for their families.</p> <p>Talking about things they have observed/Pattern seeking.</p> | | <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p> <p>Talking about things they have observed/Pattern seeking/Changes over time</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>To know which jobs are done at home and how these help us.</p> <p>To know who works at school and what jobs they do and how these help us.</p> <p>To look at a variety of emergency vehicles. To know who uses these vehicles and how these people help us.</p> <p>To learn about wider occupations and how these people help us – builder makes houses, etc.</p> <p>Talking about things they have observed/Pattern seeking/Grouping</p> | | | |
|--|--|--|--|--|---|--|--|--|