

Science in Reception / EYFS

Science In EYFS

Reception Class

The EYFS framework does not contain subjects, such as Science, instead we have seven areas of learning and characteristics of effective learning which are the basis of everything we do.

The table below outlines the most relevant statements taken from the non-statutory 2021 Development Matters, which guide our curriculum but are non-compulsory and therefore are not designed to be a checklist. The Early Learning Goals are statutory end of year assessment, as shown in the EYFS statutory framework. Many of these skills are prerequisite skills for accessing Science within the national curriculum.

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

Statutory Characteristics of Effective Learning:

The CoEL relevant to Science are shown in bold:

- Playing and **exploring** - children **investigate** and experience things, and **'have a go'**;
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and **develop their own ideas, make links between ideas, and develop strategies for doing things.**

Statutory 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.”

In Reception Class, staff plan to ensure that children have experiences to promote Key Learning that enables them to begin their Science learning journey. See our **EYFS: Reception Class Pages** to find out how children have the opportunity to access this Key Scientific Learning.

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| Age | Area of Development | Key Learning |
|---|--|--|
| Three and Four-Year-Olds (Pre Reception/On Entry to Reception) | Communication and Language | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” |
| | Personal, Social and Emotional Development | Make healthy choices about food, drink, activity and teeth brushing. |
| | 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. |

| Age | Area of Development | Key Learning |
|-----------|--|---|
| 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. |
| | 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 - teeth brushing - 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. |

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| | | <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. |
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| Area of Development | Early Learning Goal | |
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| Communication and Language | Listening, Attention and Understanding | Make comments about what they have heard and ask questions to clarify their understanding. |
| Personal, Social and Emotional Development | Managing Self | 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. |