

Science in our EYFS

Early Years Statutory Framework: Educational Programme Understanding the World

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 economically 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.

Linked Early Learning Goals:

The Natural World: 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.

A taste of Science in action...

Searching for minibeasts, creating bug hotels and exploring habitats in our Wildlife Area.

Using stories such as 'Sam plants a sunflower' and 'Bee and me' to observe scientific processes such as life cycles and pollination.

Using magnets to explore forces like push and pull. Investigating which objects around the classroom are magnetic and why this might be.

Creating a wormery and exploring 'worm charming'.

Ice melting investigations during our winter months.

Observing the life cycle of a butterfly through our butterfly garden experience in the summer term.

A week dedicated to each season across the year – explored through stories, poems, seasonal scavenger hunts, nature walks, observational drawings and paintings...

Planting poppies, wildflowers and sunflowers. Caring for them and observing changes over time.

Using a range of drainpipes, planks and guttering to build car ramps, predicting which cars will travel fastest and furthest.

Making 'nature potions'. Exploring the reaction when we mix baking soda with vinegar!

Shadow play – observing our own shadows and shadows of objects. Tracing around shadows and seeing how they change during the day.

Pond dipping – exploring the life cycle of a frog from frogspawn.

Investigating buoyancy through our floating and sinking experiments. We begin by predicting "What would happen if the Gingerbread Man had decided to swim across the river?"