



Science in the Early Years - Understanding of the World

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Although science as a topic roughly aligns with the Natural World strand of the Understanding the World, EYFS pupils are able to experience scientific learning through the other six areas of learning as asking questions, experimenting with a hypothesis and learning through play is actively encouraged and planned for in the continuous provision and adult-led learning within the different areas of learning and physical areas of the learning environment.

The three characteristics of effective learning in the early years underpin thinking scientifically.

- 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.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Three- and Four-Year-olds	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 or different properties • talk about what they see, using a wide vocabulary • 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	Understanding the World	<ul style="list-style-type: none"> • explore the natural world around them • describe what they see, hear and feel whilst outside • recognise some environments that are different from the one in which they live • understand the effect of changing seasons on the natural world around them

ELG	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.
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Transitioning from EYFS to KS1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Understanding the World: The Natural World</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 in the natural world around them, including the seasons and changing states of matter. 	<p>Working Scientifically</p> <p>During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, Including Humans</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Change</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.