

Science in EYFS

In the Early Years Foundation Stage Profile, Science is represented in the specific area of Understanding the World and through the Characteristics of Effective Learning. Assessment for the Early Learning Goals/ EYFS Profile takes place at the end of Reception. The EYFS profile is a statutory assessment of children's attainment at the end of the Early Years Foundation Stage (known as a summative assessment). Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS.

There are three aspects in this specific area, outlined below:

Past and Present Early Learning Goal (ELG)

Children at the expected level of development will:

- 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

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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
- 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.

The Natural World ELG

Children at the expected level of development will:

- 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.

The Characteristics of Effective Learning

Through careful planning and provision, summative and a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These include playing and exploring, active learning, creating and thinking critically which form the basis of scientific inquiry.

The characteristics of effective learning are described below:

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

Year Group	Progression of Skills	Progression of knowledge in science	Science Curriculum Overview
Nursery	<p>Our environment; Materials around us; Growth and differences between plants and animals; Ourselves and others</p> <ul style="list-style-type: none">• Talking about the features of their own immediate environment and how environments might vary from	<p>Our environment</p> <ul style="list-style-type: none">• Examining photographs and simple maps and visiting local places• Expressing opinions on natural and built environments• Using words which help to express opinions, e.g. 'busy', 'quiet' and	<p>Seasonal Changes</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 <p>Healthy Me</p>

	<p>one another.</p> <ul style="list-style-type: none"> • Understanding similarities and differences in relation to places, objects, materials and living things. 	<p>‘pollution’.</p> <p>Provision that is multisensory and able to be investigated by touch, smell, vision, taste</p>	<ul style="list-style-type: none"> • Oral Health • Personal Hygiene: Hand washing, toileting • Healthy eating and growing
<p>Reception</p>	<ul style="list-style-type: none"> • Talking about past and present events in their own lives and in the lives of family members. • Understanding similarities and differences between themselves and others, and among families, communities and traditions. • Making observations of animals and plants and explaining why some things occur and change 	<p>Materials around us</p> <ul style="list-style-type: none"> • Noticing and discussing patterns around e.g. rubbings from grates, covers, or bricks • Recording findings by drawing, writing and making models <p>Growth: plants and animals; Differences: plants and animals</p> <ul style="list-style-type: none"> • Examining change over time, e.g. growing plants • Creating simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Designing practical, attractive environments, e.g. taking care of the allotment and orchard <p>Ourselves and others</p> <ul style="list-style-type: none"> • Sharing feelings and talking about experiences • Observing the ways in which cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. • Sharing and celebrating a range of practices and special events 	<p>Who am I? Where do I live? Does your environment keep changing? Topic: Changes in our environment</p> <p>Model making: Are all materials the same? Topics: Materials around us</p> <p>How am I different from when I am born? Growth: Plants and animals</p> <p>Are my experiences the same as others? Topic: Ourselves and others</p> <p>How are animals different from plants? Topic: Differences (Plants and Animals)</p> <p>How can I be healthy? Topic: Healthy Me! -Oral hygiene -Hand washing -toileting</p>

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Cultural Capital At Buckingham Park we enjoy celebrating science week annually. Over the years, children in EYFS have enjoyed workshops about farming, creepy crawlies and health care.

