

EYFS Curriculum links
Science

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
Understanding the World		
Explore materials with different properties. Explore natural materials, indoors and outside.	Encourage babies' explorations and movements, such as touching their fingers and toes. Show delight at their kicking and waving. Provide open-ended play materials inside and outdoors.	• Treasure baskets - or repeated exploration of textures, sounds, smells and tastes • Wet and dry sand • Water play • Play dough • Paint • Exploration of textures and materials with hands and feet
Explore and respond to different natural phenomena in their setting and on trips.	Encourage toddlers and young children to enjoy and explore the natural world. Encourage children's exploration, curiosity, appreciation and respect for living things. Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn.	• standing in the rain with wellies and umbrellas • walking through tall grass • splashing in puddles • seeing the spring daffodils and cherry blossom • looking for worms and mini-beasts • visiting the beach and exploring the sand, pebbles and paddling in the sea • sharing the fascination of a child who finds woodlice teeming under an old log • modelling the careful handling of a worm and helping children return it to the dug-up soil carefully
Use all their senses in hands-on exploration of natural materials.	Provide interesting natural environments for children to explore freely outdoors. Make	• Collections of;

EYFS Curriculum links
Science

Explore collections of materials with similar and/or different properties.	collections of natural materials to investigate and talk about. Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.	- contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach • exploration in the mud kitchen and woodland area • Mini – beast hunt • Sorting materials to recycle • Taste tests • Smell testing • Hearing scientific vocabulary used in provision
Talk about what they see, using a wide vocabulary.		
Plant seeds and care for growing plants.	Show and explain the concepts of growth, change and decay with natural materials Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.	• Planting and growing seeds • Observing an apple core going mouldy over time • Helping children to care for animals • People bringing in pets and talking about their care • Discussion about the school dog and how to care for him • Observing, first hand the life cycle of a butterfly, frog or chick • Project on ocean pollution • Litter picking in field and local environment
Begin to understand the need to respect and care for the natural environment and all living things.		
Understand the key features of the life cycle of a plant and an animal.		
Explore and talk about different forces they can feel.	Draw children's attention to forces in their play Plan and introduce new vocabulary related to the exploration and encourage children to use it.	• Water play – look at how the water pushes up when they try to push a plastic boat under it • Observe how they can stretch elastic, snap a twig, but cannot bend a metal rod • Magnet play and experiments

EYFS Curriculum links
Science

		• Visit to a local park – thinking about forces e.g. pushing a swing or a seesaw
Talk about the differences between materials and changes they notice.	Provide children with opportunities to change materials from one state to another. Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows. Plan and introduce new vocabulary related to the exploration and encourage children to use it	• Cooking – heating and cooling • Melting – ice cube play • Water play – floating and sinking • Light play – shining torches in different environments • Simple irreversible change – make dough, bake bread, make toast
Explore the natural world around them.	Provide children with frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.	• Outdoor play • Nature walks • Exploring with their senses • See all above suggestions
Describe what they see, hear and feel whilst outside.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take	• Using scientific vocabulary to name plants and animals • Making nature pictures with things from the environment • Environmental photography • Natural den building

EYFS Curriculum links
Science

	supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.	Natural bridge building – taking risks
Understand the effect of changing seasons on the natural world around them.	Guide children’s understanding by draw children’s attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.	- Welly walks in the rain - Snow play (in the event of snow) - Looking for shadows on a sunny day - Get to know a tree – observe the same tree at various points in the year - Progressive art – same picture taken in different seasons - Non-fiction books - Hibernation – making nests/snugs for hibernating animals - Dressing up – can you dress for summer? Winter?
EYFS 2021 Early Learning Goal (Statutory) ELG: The Natural World 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,	All of the above will contribute to children achieving the Expected standard at the end of the foundation stage in Understanding the World	

EYFS Curriculum links
Science

including the seasons and changing states of matter.	
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