



Science Learning in EYFS

What Science Subject Leaders Need to Know

- The EYFS framework is structured very differently to the National Curriculum as it is organised across 7 Areas of Learning, rather than Subject areas.
- This document demonstrates which Early Years Outcomes are prerequisite skills for Science within the National Curriculum. The table outlines the most relevant Early Years Outcomes, ranging from the 30-50 months statements to the Early Learning Goals, brought together from different areas of the Early Years Foundation Stage, to match the Programme of Study for Science.
- The most relevant Early Years Outcomes for Science are taken from the following Areas of Learning:
 - Physical Development
 - Understanding the World
 - Expressive Arts and Design

SCIENCE			
30 – 50 months	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To observe the effects of physical activity on their bodies
	Understanding The World	The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world • To talk about some of the things they have observed, such as plants, animals, natural and found objects • To talk about why things happen and how things work • To develop an understanding of growth, decay and changes over time • To show care and concern for living things and the environment
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To begin to be interested in and describe the texture of things
40 – 60 months	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To eat a healthy range of foodstuffs and understand a need for variety in food • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
	Understanding the World	The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change
ELG	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
	Understanding the World	The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living



			things. They talk about the features of their own immediate environment and how environments might vary from one another
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PILOT EYFS STATEMENTS – Early Learning Goals		
Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Understand the importance of healthy food choices
Communication and Language	Listening	<ul style="list-style-type: none"> Listen carefully and respond appropriately ... during whole class and small group discussions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
	Speaking	<ul style="list-style-type: none"> Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary Offer explanations for why things might happen, making use of new vocabulary ... Express their ideas using full sentences ...
Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Use a range of small tools ... Show accuracy and care when drawing ...
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 ... Understand the effect of the changing seasons on the natural world around them
Expressive Arts and Design	Creating With Materials	<ul style="list-style-type: none"> ... using a range of materials ... experimenting with texture ...

Links to Characteristics of Effective Learning	
Playing and Exploring	<ul style="list-style-type: none"> Shows curiosity about objects, events and people Engages in open-ended activity Takes risks, engages in new experiences and learns by trial and error Uses senses to explore the world around them
Creating and Thinking Critically	<ul style="list-style-type: none"> Finds ways to solve problems / finds new ways to do things / test their ideas Develop ideas of grouping, sequences, cause and effect Makes links and notices patterns in their experiences



Science Skills to be developed during Reception:	
Ask Questions	<ul style="list-style-type: none"> • Demonstrate curiosity about the world around them
Make Predictions	<ul style="list-style-type: none"> • With support or prompting, talk about what they think might happen based on their own experiences
Decide How To Carry Out An Enquiry	<ul style="list-style-type: none"> • Respond to prompts to say what happened to objects, living things or events
Take Measurements	<ul style="list-style-type: none"> • Use senses and simple equipment to explore the world around them, eg, binoculars and magnifying glasses
Record Data	<ul style="list-style-type: none"> • Talk to an adult about what has been found / found out
Present Data	<ul style="list-style-type: none"> • Talk to an adult about what has been found / found out
Answer Questions Using Data	<ul style="list-style-type: none"> • With support, explain why some things occur
Draw Conclusions	<ul style="list-style-type: none"> • With support, talk about what they have found out or what they think might happen next / change based on their own experiences