

# Learning in EYFS - How Development Matters links to the

## Science Curriculum

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The aim of this document is to support subject leaders in understanding how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2021 Development Matters are prerequisite skills for science within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges to match the programme of study for science.

### Birth to Three

- understands simple questions (CL)
- compares sizes, weights etc (M)
- notices patterns (M)
- repeats actions that have an effect (UW)
- explores materials with different properties (UW)
- explores natural materials, indoors and outside (UW)
- explores different materials, using all of their senses to investigate them (EAD)

### Three to Four

- understands why questions (CL)
- makes healthy choices about food, drink, activity and toothbrushing (PD)
- makes comparisons between objects (M)
- uses all of their senses for hands-on exploration (UW)
- explores collections of materials with similar and different properties (UW)
- talks about what they see, using a wide vocabulary (UW)
- explores how things work (UW)
- plants seeds and cares for plants (UW)
- understands key features of life cycles of plants and animals (UW)
- explores and talks about different forces they can feel (UW)
- talk about differences between materials and changes they notice (UW)
- explore different materials freely (EAD)

### Reception

- asks questions to find out more (CL)
- listens to and talks about non-fiction to develop a deep familiarity with new knowledge and vocabulary (CL)
- knows and talks about the different factors that support their overall health and wellbeing: physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. (PD)
- compares length, weight and capacity (M)
- explores the natural world around them (UW)
- describes what they see, hear and feel when they are outside (UW)
- understands the effect of changing seasons on the natural world around them (UW)

### Early Learning Goal

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CL-S)
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (L-C)
- Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW-NW)
- 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. (UW-NW)
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UW-NW)

### Science in a Lancaster EYFS class

At The Lancaster School, care has been taken to ensure progression can be seen from FS1 to Yr2. When Key Stage One cover a particular Science topic, EYFS ensure there is linked learning occurring in their provision. This learning or activity will ensure children have the prerequisite skills and vocabulary to access the curriculum as they move through the school.

It is important to note, however, that though certain activities have been planned to accommodate the science curriculum, practitioners will also take the lead of the children and provide opportunities for scientific learning which follows children's interests and questions. These will occur naturally throughout the year; showcasing and fostering children's natural scientific enquiry and interest

	FS1	FS2	KS1
Term 1	Senses – explore different materials as a sensory experience.  Growing – looking at own baby photos. Talking about differences.	Senses – explore and describe different materials. Learn new vocabulary to describe what we feel/hear/taste/smell/see  Growing – looking at own baby/toddler photos. Talking about changes	Animals, including <b>humans</b>
Term 2	Look at forces – pushes and pulls with cars and ramps Look at light and shadow – create own shadows outside	Explore magnets – what magnets attract Look at light and shadow – explore shadow puppets, make own.	Everyday materials
Term 3	Look at the caterpillar life cycle. Go on a minibeast hunt.	Look at the ladybird or chicken life cycle. Go on a minibeast hunt and draw pictures of common British insects	Living things and their habitats Animals, including humans
Term 4	Make porridge – look at changes. Explore floating and sinking	How to cool Baby Bear's porridge? Floating and sinking – make a boat for Gingerbread Man	Everyday materials
Term 5	Plant cress seeds and watch them grow. Explore flowers/plants in outdoor area	Plant a bean and watch it grow. Draw pictures of flowers/plants	Plants
Term 6	Explore animals and their different habitats e.g. farm jungle, arctic in small world situations	Look at contrasting environments linked to animals. How does a polar bear keep warm? How do fish breathe?	Living things and their habitats Animals, including humans