



EYFS LEARNING IN SCIENCE at Margaret Wix Nursery and Primary school



Overview

In EYFS, Science is found within the 'Understanding of the World,' (UW) learning area.

The Natural World is the section that the EYFS addresses Science.

- 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.

In EYFS, we believe that Science should allow the children to explore and discover for themselves. We aim for all lessons to have a practical element to enable the children to become curious and independent learners.

Along with 1 lesson a week, here is where you will also see SCIENCE applied in EYFS.

Reception environment	<u>Creative area</u> 	<u>Writing area</u> 	<u>Role play area</u> 	<u>Construction/small world area</u>
	<u>Maths area</u> 	<u>Snack area</u> 	<u>Investigation station</u> 	<u>Day and weather</u>
	<u>Mud Kitchen</u> 	<u>Outside water area</u> 	<u>Reading area</u> 	<u>Music wall</u>
Other opportunities				

The Wix way



- ### Key Vocabulary
- Natural world
- Observe
 - Animals
 - Plants
 - Similar
 - Different
 - Changes
 - Weather
 - Research
 - Environment
 - Scientist
 - Experiment
 - Earth
 - Natural/Man-Made
 - Season
 - Environment
 - Healthy
 - Texture

In EYFS we implement Science with the support of Plymouth Science.

EYFS

The scheme runs from EYFS to Year 6. The Science lead has adapted the scheme to meet the needs of our children and address learning where appropriate to, in each year group. By using our topics to drive Science, enables the children's learning to be linked and connections to be made across their curriculum. EYFS explore Science through the following units: Healthy eating and body parts during 'All about me,' Habitats and Animals during 'Animals,' 'Minibeast and growing,' during Down in the Jungle, 'Materials' during Traditional Tales 'Fish and floating ad sinking' during Under The Sea.

Nursery environment	<u>Creative area</u> 	<u>Playdough area</u> 	<u>Role play area</u> 	<u>Small world area</u> 
	<u>Maths area</u> 	<u>Tuff tray play</u> 	<u>Sand area</u> 	<u>Reading area</u> 

Children in action in Science in EYFS



Litter pick to save the wildlife



Creating Minibeast out of playdough



Exploring Frog Spawn found in our pond.



Bird houses crated out of recycled materials



Planting our own beanstalks during our Jack and The beanstalk week



Pollination workshop with Rothamsted Research Centre



Grouping materials

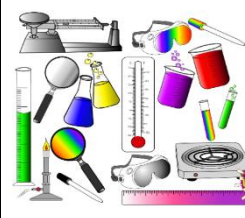




Exploring dissolving



Creating animal masks in EAD

Linked areas of learning within the EYFS

Physical Development		
	<p>Using Simple Tools Sub-Area: Moving and Handling</p>	<p>Tools are objects that help us to <u>make changes to things</u>. Some examples of science tools we can use are: Pencil Ruler Measuring Jug Test Tube Dropper Tongs Thermometer Tape Magnifying Glass</p>
	<p>Healthy Living Sub-Area: Health and Self-Care</p>	<p>-One way to stay <u>fit and healthy</u> is to eat <u>healthy foods</u>, for example fruit (e.g. apples, grapes, strawberries) and vegetables (e.g. carrots, lettuce, sweetcorn) -Another way to stay fit and healthy is to <u>exercise</u>, e.g. running, playing sports, cycling or swimming.</p>
Expressive Arts and Design		
	<p>Textures Sub-Area: Exploring and Using Media and Materials</p>	<p>Texture is how something feels to touch. We can use adjectives to describe different textures: Bumpy - Lego Rough - Sandpaper Hard - Wall Fuzzy - Teddy Bear Smooth - Plastic Soft - Pillow Lumpy - Bean Bag Prickly - Thorns Shiny - Car</p>

Literacy	
<p>Comprehension/</p>	<ul style="list-style-type: none"> · Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. · Anticipate (where appropriate) key events in stories. <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p>Word reading</p>	<ul style="list-style-type: none"> · Say a sound for each letter in the alphabet and at least 10 digraphs. · Read words consistent with their phonic knowledge by sound-blending. · Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>Writing</p>	<ul style="list-style-type: none"> · Write recognisable letters, most of which are correctly formed. · Spell words by identifying sounds in them and representing the sounds with a letter or letters. · Write simple phrases and sentences that can be read by others.