



In EYFS, Science forms part of Understanding the World ELG: The Natural World and Personal, Social and Emotional Development ELG Managing Self. Relevant statements for science are also found in Communication and Language ELG: Listening, Attention and Understanding and Speaking. Children use the Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.

Development Matters	Early Learning Goal – End of Reception	What does this look like in Early Years?	By the end of Reception, I can....
<p>Understanding the World</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear, and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity and healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine. 	<p>UTW: The Natural World.</p> <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 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. <p>PSED: Managing Self.</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Communication and Language: Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. <p>Communication and Language: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen. 	<ul style="list-style-type: none"> Snack time – fruit and milk Discussions around washing hands, brushing teeth, eating healthily and exercise. Learning about body parts. Story/circle time about keeping healthy. Talking about animals and hibernation. Celebrating Harvest. Looking at the seasons and weather. Learning about day and night. Discussing global warming and impact on polar regions. Ice experiments Life cycles. Growing beans and cress. Caring for caterpillars and ducklings. Looking for minibeasts. Observing, questioning, drawing recording. <p>Science through our topics:</p> <ul style="list-style-type: none"> Our Families Harvest Antarctica Jungles and Rainforests How Does Your Garden Grow Waste Not Want Not The Seaside Amazing Africa 	<ul style="list-style-type: none"> Name some foods that are healthy and some that are not. Use the toilet, wash my hands, dress, and undress. Say the names of some body parts. Talk about the difference between an animal and a plant. Name the seasons and talk about them. Talk about hibernation. Say what plants need to grow. Talk about life cycles. Explore different materials. Name some objects that will float or sink. Care for caterpillars/butterflies and ducklings. Name some minibeasts.

Vocabulary: healthy, unhealthy, germs, body parts, animal names, plant names, seasons, weather, life cycle, grow, change, caterpillar, butterfly, cocoon, eggs, ducklings, materials, float, sink, recycle, mini beasts.