



PEMBRIDGE CE PRIMARY SCHOOL

Inspiring learning through faith and values

EXPLORING SCIENCE in the EYFS

Pembroke is a school where we encourage everyone to be **inspired** through faith in God and to live by Christian values so that our **teaching and learning** is of the highest quality, our whole community **flourishes** and we reflect all that is worthy of **praise**.

How do we provide a foundation of scientific skills and knowledge in the EYFS?				
Developmental Matters (linked to science)	The Early Learning Goals (linked to science)	Bridging to KS1 National Curriculum	Specific learning to Pembroke CE Primary School	How might this look like in our Early Years provision?
Three- and Four-Year Olds - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Know that there are different countries in the world and talk about the differences they	People, Communities and Culture: Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW: 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, including the seasons and changing states of matter.	Pupils should be taught: Plants: - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals (including humans): - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). - Identify, name, draw and label the basic parts of the human body and say which part of the	People, Communities and Culture: - Compare the habitats and animals that live in Pembroke compared to those that live in Africa or the Arctic/Antarctic. - Name familiar plant and wildlife that we can find in our school grounds. UTW: - Explore the school grounds through Forest School and gardening sessions. - Explore the river Arrow and food chains through river dipping activities and links to Wye & Usk Foundation. - Help protect our local environment through caring for the plants and wildlife within our grounds and village. - Visit the Leen Farm to look at local farming methods and where our food comes from. - Grow and cook our own produce in the school gardens.	- Exploring changes in materials outside in the mud kitchen. - Exploring changing materials when making Easter nests – melting chocolate or making ice-cream in the Summer. - Investigating forces through games, visiting the playground, making ramps for the cars (friction) and using magnetic toys. - Seasonal senses walks. - Planting, cooking and eating our own vegetables. - Healthy eating – making fruit kebabs or smoothies. - Minibeast hunts - River dipping - Painting in the outdoor environment. - Making bug hotels. - Exploring animals and their habitats. - Caring for tadpoles or caterpillars and watching them change and develop. - Weather charts.

have experienced or seen in photos.		body is associated with each sense. Everyday Materials: • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.	• Drawing things in our environment or when on walks. • Compare and experience different seasons over the year. • Make observations of the local trees and plants as the seasons change.	• Forest School sessions • Experience the weather through shadow making, a wind activity day, snow days. • Floating and sinking – making a boat. • Making a roof for ‘The Three Little Pigs’ – discussing whether it is waterproof. • Making a bridge for the Gingerbread Man – what are the best materials?
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