

Learning in EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven 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 below outlines the most relevant Early Years outcomes from Birth to three to ELG, 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:

- Understanding the World (The Natural World)
- Personal, social and Emotional Development (Managing self)
- Physical Development

Science			
Birth to 3 years	Understanding the World	The Natural World	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips.
	Personal, social and Emotional Development	Managing Self	NA
3-4 years	Understanding the World	The Natural World	<ul style="list-style-type: none"> • 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. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal.

			<ul style="list-style-type: none"> • <i>Begin to understand the need to respect and care for the natural environment and all living things</i> • <i>Explore and talk about different forces they can feel.</i> • <i>Talk about the differences between materials and changes they notice.</i>
	<i>Personal, social and Emotional Development</i>	<i>Managing Self</i>	<ul style="list-style-type: none"> • <i>Manage their own needs.</i>
<i>Reception</i>	<i>Understanding the World</i>	<i>The Natural World</i>	<ul style="list-style-type: none"> • <i>Explore the natural world around them.</i> • <i>Describe what they see, hear and feel whilst outside.</i> • <i>Recognise some environments that are different to the one in which they live.</i> • <i>Understand the effect of changing seasons on the natural world around them.</i>
	<i>PSED</i> <i>Physical Development</i>	<i>Managing Self</i>	<p><i>N/A</i></p> <ul style="list-style-type: none"> • <i>Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- tooth-brushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian</i>
<i>ELG</i>	<i>Understanding the World</i>	<i>The Natural World</i>	<ul style="list-style-type: none"> • <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> • <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on</i>

			<p><i>their experiences and what has been read in class.</i></p> <ul style="list-style-type: none"> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>
	<p><i>Personal, social and Emotional Development</i></p>	<p><i>Managing Self</i></p>	<ul style="list-style-type: none"> • <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>

