

Science progression under the new EYFS framework (2021)

EYFS Enquiry skills

<p>Characteristics of effective learning</p>	<p>Playing and exploring - children investigate and experience things, • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements, • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>
<p>Enquiry skills linked to EYFS</p>	<ul style="list-style-type: none"> • Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate • Invent, adapt and re-count narratives and stories with peers and their teachers. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Begin to show accuracy and care when drawing • Work and play cooperatively and take turns with others • Listen attentively and respond to what they hear with relevant questions, comments and actions when taking part in whole class discussions • Make comments about what they have heard and ask questions to clarify understanding • Hold conversations when engaging in back and forth exchanges with their teachers and peers • Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions • Become confident to use a rich range of vocabulary • Practice using small tools • Be willing to have a go, talk to adults and peers about they notice and are not afraid to make mistakes
<p>ELG: The Natural World Children at the expected level of development will:</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.

EYFS Science Progression of Skills, 2025 - 2026

<p>EYFS Curriculum</p>	<p>ELG: Understanding of the World Children at the expected level of development will:</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>Materials</p>	<p>Animals</p>	<p>Habitats</p>	<p>Plants</p>
<p>Key Knowledge</p>	<p>Children should explore and observe a range of objects and materials, naming and describing natural and man-made materials, such as:</p> <p>Wood, including bark and bark chippings Glass including mirrors Metal Plastic (hard and soft) Fabric, fur</p> <p>They should have opportunities to observe the following changes: Melting and solidifying after melting (chocolate, jelly and ice) Heating/cooking (eg gingerbread men, cookies)</p>	<p>Children need to become familiar with a range of animals including pets, farm animals and the variety of animals that can be found in the school grounds.</p> <p>We want children to:</p> <ul style="list-style-type: none"> • Understand that we should treat all animals carefully and with respect • Understand that the owners of pets have a responsibility to meet the needs of their pet • Recognise similarities and difference between animals • Develop a variety of language to describe different animals • Recognise that animals move in a variety of different ways • Recognise that different animals eat different foods • Recognise that, like us, animals have senses to find their way around • Recognise that young animals are different to the adult animals 	<p>These elements can be covered in OUTDOOR LEARNING:</p> <p>There are two aspects here that children need to experience:</p> <p>1. Different plants and animals prefer different places to live and grow... Somewhere sunny - somewhere shady Somewhere wet - somewhere dry In the soil In the pond On a tree ... and so on. It is important that children experience these different conditions and begin to notice that different plants and animals can be found in different these different places.</p> <p>2. That these habitats change with the seasons; the plants and animals in each habitat also varies over the year</p>	<p>OUTDOOR LEARNING: Children should have an opportunity to explore the variety of plants that grow in the school grounds - this should include a wide range of different plants including trees, shrubs, and flowering plants. They should have opportunities to observe some of these plants closely (perhaps using hand lenses) and notice how their appearance changes with the seasons.</p> <p>Children should have an opportunity to grow a variety of plants both inside and outside the classroom, looking at some of the conditions that help them grow and observing them closely - particularly the roots, stem, leaves and flowers. They should also have opportunities to grow some of the plants that we use for food.</p>
<p>Vocabulary</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, paper, fabric, hard, soft, strong, weak</p>	<p>Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, shoulders, back, hands, wrist</p>	<p>Temperature, colour, size, growing, dying, hot/cold, plants, trees,</p> <p>Basic habitat descriptors e.g.. has grass, water, trees, ...</p>	<p>Seed, stem, leaves, flower, roots, tree, plants, trunk, growing, changing, seasons</p>

Suggested termly coverage:

	AUTUMN	SPRING	SUMMER
YEAR R	<p>Theme: <i>Going on a Bear Hunt</i></p> <p>Substantive Knowledge: Animals</p> <ul style="list-style-type: none"> Recognise similarities and difference between animals Understand that different animals prefer different places to live and grow 	<p><u>Spring 1</u></p> <p>Theme: <i>Who is your superhero?</i></p> <p><u>Spring 2</u></p> <p>Theme: <i>Growing, All Creatures great and small</i></p> <p>Substantive Knowledge: Animals</p> <ul style="list-style-type: none"> Trip to Longdown Farm We want children to: <ul style="list-style-type: none"> Understand that we should treat all animals carefully and with respect Understand that the owners of pets have a responsibility to meet the needs of their pet Recognise similarities and difference between animals Develop a variety of language to describe different animals Recognise that animals move in a variety of different ways Recognise that different animals eat different foods Recognise that, like us, animals have senses to find their way around Recognise that young animals are different to the adult animals 	<p>Theme: <i>Once Upon a Time</i></p> <p>Substantive Knowledge: Materials</p> <ul style="list-style-type: none"> They should have opportunities to observe the following changes: <ul style="list-style-type: none"> Melting and solidifying after melting (chocolate, jelly and ice) Heating/cooking (eg gingerbread men, cookies)
	<p>Theme: <i>Let's Celebrate</i></p> <p>Substantive Knowledge: Materials</p> <p>Children should explore and observe a range of objects and materials, naming and describing natural and man-made materials, such as:</p> <ul style="list-style-type: none"> Wood, including bark and bark chippings Glass including mirrors Metal Plastic (hard and soft) Fabric, fur 		<p>Theme: <i>Oh I do like to be beside the seaside</i></p> <p>Substantive Knowledge: Plants</p> <ul style="list-style-type: none"> Children should have an opportunity to grow a variety of plants both inside and outside the classroom, looking at some of the conditions that help them grow and observing them closely - particularly the roots, stem, leaves and flowers. They should also have opportunities to grow some of the plants that we use for food.