



EYFS The Natural World – Science

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS The Natural World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EYFS Science Skills

Biology	Chemistry	Physics
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<ul style="list-style-type: none"> • Create opportunities to discuss how we care for the natural world around us. • Offer opportunities to sing songs and join in with rhymes and poems about the natural world. • After close observation, draw pictures of the natural world, including animals and plants. • Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. • Teach children about a range of contrasting environments within both their local and national region. • Model the vocabulary needed to name specific natural features of the world. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. 	<ul style="list-style-type: none"> • Observe and interact with natural processes, such as ice melting, light travelling through transparent material, an object casting a shadow, a magnet attracting an object. 	<ul style="list-style-type: none"> • Observe and interact with natural processes, such as a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.
<p>Scientific Enquiry (also linked to CofEL)</p> <ul style="list-style-type: none"> • Provide children with frequent opportunities for outdoor play and exploration. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Encourage focused observation of the natural world. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. 		