



Learning in EYFS – Science

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2’s National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in Science in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for Science.

The most relevant statements for Science are taken from the following areas of learning in the EYFS

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Understanding the world**

Prerequisite learning for Science		
Three and four year olds (ref: Development Matters)	Communication and language	<ul style="list-style-type: none"> • Understand ‘why’ questions: like “why do you think the caterpillar got so fat?” or “
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing: learn how to brush teeth correctly, when I need to wash my hands
	Physical Development	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials: mud kitchen, water play, • Explore collections of materials with similar and/or different properties “ • Talk about what they see, using a wide vocabulary • Begin to make sense of their own life-story and family’s history • Explore how things work: use mirrors, make glitter pictures • Plant seeds and care for growing plants: observe different parts of a plant and how it grows • 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: switch light sources on and off • Explore and talk about the different forces they can feel: explore push and pull toys, riding balance bikes, explore magnets • Talk about the differences between materials and changes they notice: water play, mud kitchen
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> • Learn no vocabulary: • Ask questions to find out more and to check what has been said to them: • Articulate their ideas and thoughts in well-formed sentences “ • Describe events in some detail: melting ice • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen: • Use new vocabulary in different contexts:

