

EYFS – Science

Early Learning Goals	Development Matters	Vocabulary
- 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.	3-4 - use all their senses in hands-on exploration of natural materials - explore collections of materials with similar or different properties - talk about what they see, using a wide vocabulary Rec - explore the natural world around them - describe what they see, hear and feel whilst outside - recognise some environments that are different from the one in which they live - understand the effect of changing seasons on the natural world around them	alive, living, not alive, grow, change, plant, animal, body, face, eyes, ears, nose, mouth, hands, smell, hear, see, taste, touch, pet, wild, fur, feathers, wings, tail, move, run, hop, swim, fly, tree, flower, leaf, stem, roots, seed, water, sunlight, soil, earth, home, outside, inside, garden, park, pond, weather, season, rain, sun, wind, snow, hot, warm, cold, day, night, material, wood, metal, plastic, fabric, paper, rock, hard, soft, rough, smooth, heavy, light, warm, cold, wet, dry, shiny, dull, stretchy, bendy, melt, freeze, mix, pour, stir, float, sink, change, same, different, push, pull, roll, slide, fast, slow, light, dark, bright, shadow, torch, noise, loud, quiet, sound, on, off.
Biology	Chemistry	Physics
- Explore the natural world through hands-on experiences with plants and animals. - Notice similarities/differences between living things. - Identify basic body parts and talk about human needs. - Observe growth/life cycles in simple terms. - Begin simple classification (plant/animal).	- Explore everyday materials (wood, metal, plastic, fabric, glass). - Describe materials using sensory vocabulary (hard/soft etc.). - Match objects to materials they are made from. - Observe simple changes (melting, freezing, mixing). - Compare materials for purpose (strong, waterproof).	- Observe weather and seasonal change patterns. - Investigate movement (rolling, sliding, pushing). - Explore light/shadow informally. - Encounter simple forces in play (ramps, wind, water flow). - Use simple electrical items safely (torches, toys).
Scientific Enquiry		
- Ask questions about the world, showing curiosity and interest. - Talk about what is noticed and wondered, using simple question words. - Begin to understand that questions can be answered through looking closely or exploring. - Use senses to make close observations of plants, animals, objects and changes. - Use simple tools such as magnifiers or containers safely and purposefully. - Look carefully at small details and describe what is seen. - Explore ideas by trying things out and noticing what happens. - Take part in simple, shared investigations.		
- Predict what might happen and talk about outcomes. - Sort and group objects, materials and living things. - Recognise that things can be grouped in different ways. - Use simple descriptive language to explain sorting choices. - Describe observations using simple, clear language. - Begin to explain thinking using 'I think... because...!' - Link ideas to what has been seen, felt or experienced. - Represent observations through drawings, marks, simple charts or photos. - Talk about what has changed or happened over time. - Contribute to shared records and explain what they show.		

