



Key Learning in Science EYFS

Physical development / Expressive art and design / Understanding the world

Observes the effect of activity on their body.	Encourage children to notice changes in their body after exercise such as heart beating faster.	Organising lively games since physical activity is important for maintaining good health.
Eats a healthy range of foodstuff and understands need for variety in food.	Promote health awareness by talking with children about exercise, its effects on their bodies and the positive contribution it can make to their health.	Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.
Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene, can contribute to good health.	Discuss with children why they get hot and encourage them to think about the effects of the environment such as opening a window helps everybody to be cooler.	Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.
Children know the importance of physical exercise and a healthy diet and talk about ways to keep healthy and safe.	Comments and asks questions about aspects of their familiar world such as where they live, or the natural world.	Use parent's knowledge to extend children's knowledge of the world.
Use the local area for exploring both the built and natural environment.	Can talk about some of the things they have observed such as plants, animal and natural found objects.	Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.
Provide opportunities to observe things closely through variety of means, inc magnifiers and photographs.	Talks about why things happen and why things work.	Arouse their awareness of features of the environment in the setting and immediate local area eg Make visits to shops or park
Provide play map and small world equipment for children to create their own environment.	Developing an understanding of growth and decay and changes over time.	Introduce vocabulary to enable children to talk and ask questions.
Teach skills and knowledge in the context of practical activities eg Learning about the characteristics of liquids and solids by involving children in melting chocolate and cooking eggs.	Shows care and concern for living things and the environment.	Help children to notice and discuss patterns around them eg rubbings from grates, covers or bricks.
Give opportunities to record findings by eg drawing writing making a model of photographing.	Looks closely at similarities, differences, patterns and change.	Examine change over time for example, growing plants and change that may be reversed eg melting ice.

Provide stories that help children to make sense of different environments.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Use appropriate words eg town, village, road, path, house, flat, temple and synagogue, to help children make distinctions in their observations.
Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.	Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.	Give opportunities to design practical attractive environments for example, taking care of the flower beds or organising equipment outdoors.
Encourage children to express opinions on natural and built environments and give opportunities to hear different points of view on the quality of the environment.	Encourage the use of words that help children to express opinions eg busy quiet and pollution.	Use correct term so that children will enjoy naming a chrysalis if the practitioner uses its correct name.
Pose carefully framed open-ended questions such as How can we...? or What would happen if...?	Explores and learns how sounds can be changed.	Support children's responses to different texture eg touching sections of a textured display with their fingers or feeling it with their cheeks in order to get a feel for different properties.
Provide children with opportunities to use their skills and explore concepts and ideas through their representations.	Explore colour and how colour can be changed.	Introduce vocabulary to enable children to talk about their observations and experiences eg smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft and hard.
Beginning to be interested in and describe the texture of things.	Begin to find differences between colours.	Explores the different sounds of instruments.
Makes suggestions and asks questions to extend children's ideas of what is possible, eg I wonder what would happen if ...	Explores what happens when they mix different colours.	Talk to children about ways of find what they can do with different media and what happens when they put different things together such as sand paint and sawdust.
Experiments to create different textures.	Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect.	Make music - experiment with ways of changing them. Explore a variety of materials, experimenting with colour, design, texture, form and function.