





Reception EYFS – Science	Intent	Implementation	Impact
	<p>It is our intention all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key knowledge and concepts, pupils will develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be seen in the world around them within their natural environment. Scientific vocabulary will be embedded within a broad and balanced curriculum.</p>	<p>In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. Science will be implemented through 'Understanding of the World' in the EYFS. Teachers will build on our children's natural curiosity developing a scientific approach to what they encounter in the world around them. We promote the skills of investigation, observing, predicting, experimenting, communicating, interpreting, explaining and evaluating. In the EYFS scientific language will be developed.</p>	<p>The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their age related starting points, and within their everyday lives.</p>

### Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Plants	Natural environment	Everyday materials	Seasonal changes	Awe and wonder
I know what a plant needs to grow.	I can explore the creatures and plants in our natural environment.	I can identify and name a variety of everyday materials.	I can complete a daily weather chart discussing changes.	I can investigate how things travel – does a slope incline change speed?
I can identify simple parts of a growing plant.	I can observe, record and talk about the world around me.	I can use scientific vocabulary to share their properties.	I can observe changes across the four seasons.	I can investigate how a mechanical toy works.



I can observe a plants growth and discuss the changes.	I understand how to acre for plants and animals in the world around us.	I can identify how materials are similar or different.	I can observe and describe weather associated with the seasons.	I can investigate how to make things through cooking, mixing, experimenting.
		I can identify which materials are waterproof.		I can investigate which objects will float or sink.
	<p><b>EYFS Aims.</b></p> <p>Science is explored through 'Understanding the World' and is closely linked to children's physical development when talking and learning about the body and the effects of exercise. Outside agencies are invited in to share knowledge and first hand experiences of professions such as vets, doctors, firefighters and police. Much of the learning is led by children's interest in change, including changes to themselves, the environment and materials. Pupils discuss the seasons daily, completing the classroom weather charts. The school environment provides children with the opportunity to make observations, collect items of interest and generate discussions which support questioning and prediction skills. The children are taught to care for and respect all living things by building bug cities and feeding the birds. They contribute to their own outside area through the planting of seeds, showing care and respect for their immediate environment.</p>			