

Science within Understanding the World in EYFS at St Dennis Primary Academy

Scope and Approach – In the Foundation Stage, science knowledge and understanding is developed through the area of learning within Understanding the World. Early Years follows the Statutory Framework and uses Development Matters as the spine throughout the curriculum. The main aim is to begin to develop an awareness of the natural world around them. In line with EYFS curriculum, the children are encouraged to 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.

Vocabulary – Scientific vocabulary (including Tier 2 and Tier 3 words), is mapped to ensure children are prepared for their science learning in Key Stage 1 and they use words including **question, answer, observe, equipment, sort, group, talk about, describe, compare, record and investigate.**

Assessment – Assessment is formative and on-going and achievements on planning which is used by all adults. This is responded to through tailored group work, 1:1 support where needed through all provision. We use a Pupil Progress document to record children who are on track or of concern and what actions are in place to address this. Achievement of the Early Learning Goals (as end points of Reception) are assessed through the use of professional discussions and adults knowing the children. This informs transition to Year 1 and their priorities.

Opportunities and activities in Reception

- Children comment on images of the natural world around them including changes in the seasons through pictures, stories, artefacts explaining similarities and differences
- Hands-on experiences deepen children's understanding e.g. **Children visited Newquay Zoo, had visits in school from different pets, making animal homes and bird feeders, growing their own herbs and vegetables**
- There is a focus on the environment they live in and recognising environments which are different
- Children begin to make observations in the natural world around them and draw the plants and animals that they see.
- Children compare and contrast characters from stories, including figures from the past through frequent books, images and storytelling e.g. **Reading tests such as Little Red Hen, Dear Zoo, Owl Babies and Handa's Surprise**
- Stories feature fictional and non-fictional characters from a range of habitats and environments in storytelling.
- Characters, including those linked to our topics are introduced using songs, poems, puppets, role-play and other storytelling methods.

