**EYFS and Science at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into National Curriculum subject of Science and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject.

**The most relevant EYFS outcomes for Science are taken from the following areas of learning:**

* **Physical Development**
* **Understanding the World**
* **Expressive Arts and Design**

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| **Age Band/ELG** | **Area of learning** | **Aspect of learning** | **Outcomes/Skills/Learning** |
| 30-50 Months | Physical Development | Health and Self-Care | * To observe the effects of physical activity on their bodies. |
| Understanding the World | The World | * To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. * To talk about some of the things they have observed, such as plants, animals, natural and found objects. * To talk about why things happen and how things work. * To develop an understanding of growth, decay and changes over time. * To show care and concern for living things and the environment. |
| Expressive Arts and Design | Exploring and Using Media and Materials | * To begin to be interested in and describe the texture of things. |
| 40-60 Months | Physical Development | Health and Self-Care | * To eat a healthy range of foodstuffs and understand a need for variety in food. * To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. |
| Understanding the World | The World | * To look closely at similarities, differences, patterns and change. |
| ELG | Physical Development | Health  and Self-Care | * To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. |
| Understanding the World | The World | * To 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. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into Science, for example, the area of Communication and Language plays a significant role in children being able talk about and explain their understanding and to ask questions etc.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to Science.