



Science in the Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for science within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for to match the programme of study for science.

The most relevant statements for science are taken from the following areas of learning:

Communication and Language (CL)	Personal, Social and Emotional Devel (PSED)	Physical Development (PD)	Understanding the World (UTW)	
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Area of Learning	Birth to Three Year Olds	Three and Four Years Olds	Reception	Early Learning Goal
CL	<ul style="list-style-type: none"> Listen and respond to simple instructions. Understand simple questions about who, what and where. Listen to other people's talk with interest, but can easily be distracted by other things. 	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use a wider range of vocabulary. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary. Ask questions to find out more and check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	Listening, Attention and Understanding
				<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding.
				Speaking
PSED	<ul style="list-style-type: none"> Express preferences and decisions. They also try new things and start establishing their autonomy. Notice and ask questions about differences, such as skin colour, 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
				Managing Self
				<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



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	types of hair, gender, special needs and disabilities, and so on.	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. 		
PD	<ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control. Explore different materials and tools. 	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and tooth brushing. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	Fine Motor Skills
				<ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery.
UTW	<ul style="list-style-type: none"> Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	The Natural World <ul style="list-style-type: none"> 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.