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FEDERATION

# EYFS Curriculum Year A and Year B 2022-2025

## EYFS SCIENCE LINK

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 Two and Three and Three and Four-Year-Olds and Reception 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 • Personal, Social and Emotional Development • Understanding the World



<b>Two and Three year olds</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Listen and respond to a simple instruction</li> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside</li> </ul>
<b>Three and Four Year olds</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice</li> </ul>



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<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Ask questions to find out more and to check what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel while they are outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
<b>ELG</b>	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Understanding the World	The Natural World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>



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## Science Bridging EYFS to Year 1

Organisation of Knowledge	Working Scientifically	Plants	Animals Inc. Humans	Everyday materials	Seasonal change
Relevant ELG	<p><b>ELG: Listening, Attention and Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>ELG: Fine motor skills</b> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others.</p>	<p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of plants and animals.</p> <p>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.</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p><b>ELG: The Natural World</b> Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>		
KS1 readiness objectives	<p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p>	<p>To know what a plant is</p> <p>To know what a flower is</p> <p>To know where you see plants</p> <p>To describe different plants and flowers</p>	<p>To know what an animal is</p> <p>To recognise and name a variety of different animals</p> <p>To know the names of different body parts of humans and animals they have experience of</p>	<p>To recognise that different everyday objects are made from different materials</p> <p>To describe how different objects look and feel</p>	<p>To know about different types of weather</p> <p>To observe changes in trees and plants as the seasons progress</p>



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### EYFS SCIENCE TOPIC LINKS

(Example ideas, activities may be adapted to follow interests of class and relevant topical events)



	Autumn		Spring		Summer	
Year A Theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview	<p>I am a little scientist. What it means to be Human, what we look like, what we eat and why? Senses Summer changing to Autumn</p>	<p>I am a little scientist Exploring Autumn changers and hibernation.  Now it is Autumn</p>	<p>I am a little scientist Animals that lived millions of years ago, what did they look like, what did they eat? Ice experiments Autumn to Winter Teeth Hygiene</p>	<p>I am a little scientist What happens at Easter time on farms Explore floating and sinking What sea animals live in the ocean. Winter to Spring Easter – new life</p>	<p>I am a little scientist Seasonal changes as the Summer comes. Suitable materials for summer. Desserts and Jungles Where and how can we go on holiday</p>	<p>I am a little scientist What is a minibeast, where do they live? Plants how do they grow and why important. Creating Bug hotels – what do they need?</p>
Pupils will have the opportunity to:						
	<ul style="list-style-type: none"> <li>-look at Summer to Autumn</li> <li>-explore how to be healthy through food and exercise</li> <li>-learn all about me and my family and my school</li> <li>-find out why humans need food, water, oxygen and shelter to survive.</li> <li>-learn about how to stay healthy by eating a</li> </ul>	<ul style="list-style-type: none"> <li>-look at Autumn by exploring Autumn and the changes around us.</li> <li>-find out what happens in Autumn – trees/Animals etc</li> <li>-find out what hibernation is and which</li> </ul>	<ul style="list-style-type: none"> <li>-look at winter - What happens? What is the weather like and Investigate Ice and how to melt it.</li> <li>-learn about carnivores/omnivores/herbivores? What does this mean?</li> </ul>	<ul style="list-style-type: none"> <li>-look at more seasonal changes – Winter to Spring</li> <li>-Look at what happens at Easter/spring time in the fields – baby animals are born, what happens do they stay as babies or do the grow.</li> <li>-Explore sinking and</li> </ul>	<ul style="list-style-type: none"> <li>-look at seasonal changes - Spring to summer.</li> <li>-which materials suitable for the summer.</li> <li>-Discover if the world the same everywhere, deserts vs Jungles vs artic etc</li> <li>-Look at where can we go</li> </ul>	<ul style="list-style-type: none"> <li>-Learn about habitats – where do Mini beasts live?</li> <li>-find out what do they need to survive?</li> <li>-grow their own Butterflies farm from caterpillar</li> </ul>



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	<p>balanced diet, exercising, drinking enough water,</p> <ul style="list-style-type: none"> <li>-look at ourselves and discover our five senses - taste, touch, sight, hearing, smell.</li> <li>-find out about growing and changing, how have we changed from babies to now and what will we look like in 10 years etc</li> <li>-what do we need to grow and why is it important?</li> </ul>	<p>and why Animals hibernate.</p>	<ul style="list-style-type: none"> <li>-explore winter changes and look at suitability of materials -what should we wear and why?</li> <li>-learn all about keeping their teeth clean and why. What do different teeth do e.g. dinosaurs who were carnivores and Herbivores.</li> <li>-learn all about how to keep the world clean - Recycling</li> </ul>	<p>floating - explore Pirate ships and sails and Materials needed to float/sink</p> <p>-find out about what lives in the sea, what animals and how can they survive?</p>	<p>on holiday and what does it look like? Who has been aboard? How did you get there? Photos from home</p> <p>-Explore warm days, flowers, what happens when there is not enough rain - what's happening to the world around us.</p> <p>-go on a trip to the seaside. The children will use all of their senses during the trip, then describe the experience.</p> <p>-Discuss lighthouses then create a working lighthouse. Possibly create a simple circuit to light up the lighthouse.</p>	<ul style="list-style-type: none"> <li>- grow plants from seeds to Plants – growing cress, tomato plants, outside vegetables</li> <li>What basic things do plants need to grow.</li> <li>-learn about plants as their importance as shelter/food</li> <li>-create careful observational drawings of the natural world using photographs they have taken using a tablet or camera.</li> <li>-while searching for minibeasts, pupils will be encouraged to recognise and name the different creatures by using this a minibeast resource.</li> <li>-make and create bug hotels for habitats</li> </ul>
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<b>Year B theme</b>	<b>SUPERHEROES!</b>	<b>I LIKE TO PLAY!</b>	<b>THIS IS MY HOME</b>	<b>BABY ANIMALS ON THE FARM</b>	<b>JUNGLE ADVENTURES</b>	<b>LET'S GO SEE...</b>
<b>Year B Overview</b>	I am a little scientist Magnetism, making paper fly, superhero foods Summer changing to Autumn	I am a little scientist Autumn Weather, Autumn changes to plant life and why animals hibernate in the winter.	I am a little scientist. Winter weather, ice and snow. Looking at why we and animals live in homes	I am a little scientist. Farm animals, young to adult hood, us and animals. Planting vegetables Easter - new life Winter to Spring	I am a little scientist Seasonal changes as the Summer comes. Suitable materials for summer. What is a Jungle/rain forest? Spring to summer	I am a little scientist Transport and travel to go to places. What do we see when we get there? Is everywhere the same.
<b>Pupils will have the opportunity to:</b>						
<b>Year B Details</b>	<ul style="list-style-type: none"> <li>-explore what magnetism is and which objects are magnetic and not.</li> <li>-attach metal paperclips to the back of superhero cut-outs and provide magnets for children to use. Can they make their superhero</li> </ul>	<ul style="list-style-type: none"> <li>-play in the leaves, play in puddles and the ice.</li> <li>-explore the weather as it happens. Wonder at ice melting and leaves falling</li> <li>-look at Autumn by exploring Autumn and the changes around us.</li> </ul>	<ul style="list-style-type: none"> <li>-learn about winter, what happens? Look at different weather - Investigate Ice and how to melt it</li> <li>-investigate a range of large scale building materials, work collaboratively to create a minibeast</li> </ul>	<ul style="list-style-type: none"> <li>-plant and grow grass in trays for children to cut using scissors.</li> <li>-cut strips of green paper, cut to resemble grass.</li> <li>-look at more seasonal changes - Winter to Spring</li> </ul>	<ul style="list-style-type: none"> <li>-grow a plant and remove some of the basic needs, in the dark, no water, no soil and find out what happens. Do they grow? Are they looking how they should?</li> <li>-look at seasonal changes - Spring to summer.</li> </ul>	<ul style="list-style-type: none"> <li>-explore friction using a toy train on different materials</li> <li>- explore different materials on a ramp and how that affects a cars movement and why?</li> <li>-look at different weather in far away</li> </ul>



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	<p>fly across the table?</p> <p>-explore how to be healthy through food and exercise and oral care – teeth brushing</p> <p>-best foods for superhero – what should they eat and why?</p> <p>-look at Summer to Autumn changes</p>	<p>-find out what happens in Autumn – trees/ Animals etc</p> <p>-learn what Hibernation is?</p> <p>-explore Autumn to winter changes and look at suitability of materials –to play in the cold and wet.</p>	<p>house for the outdoor area.</p> <p>-In the outdoor area, Paint a clear shower curtain Pupils to mix the paints to make the colours needed to create a picture of houses.</p>	<p>-Look at what happens at Easter/spring time in the fields – baby animals are born, what happens do they stay as babies or do they grow.</p> <p>-talk about new life in spring and match animals and their babies with adult and baby flashcards.</p> <p>- explore how they have grown and changed since babies. Can they compare photographs of themselves now and as a baby and discuss the changes they can see?</p>	<p>-which materials suitable for the summer.</p> <p>-look at photos of different jungle and rainforest animals.</p> <p>-look at plant life in rainforests, wonder at the sights. Pupils will try and re-create rainforest in class.</p> <p>-notice different colours and patterns on animals. Talk about how some animals use camouflage to blend in to their environment.</p> <p>-pupils will learn to name any animals that use camouflage?</p> <p>-create a rainforest explorer area outside, spot different plants and animals hiding in the</p>	<p>places? Cold and hot countries and how they look different and why</p> <p>-visit somewhere new, real, virtually or in imaginations to compare and contrast to our home</p>
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