



# EYFS Science Knowledge Narrative

Key Learning linked to Working Scientifically

Explore/observe – look closely at/notice.

Describe – Talk about what the notice/observe; talk about changes they notice and changes over time. Record – draw pictures, take photographs, make models or scrapbooks.

Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.

Explain – talk about why things happen/occur; talk about how things work.

Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet). Equipment and measures – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).

Compare/sort/group/identify/classify – notice similarities, notice differences: talk about similarities and/or differences.

Test – make suggestions, show resilience, work with others.

Vocabulary - use simple vocabulary to name and describe objects, materials, living things and habitats

Pre-school

I can use my senses in hands on exploration

I can explore how things work

I understand that the weather changes and that in different countries you have different weather

I can take care of living things

I plant seeds and cares for growing plants with support

I am beginning to know how to respect and care for the natural environment and all living things

I can explore and talk about different forces I can feel.

I can explore collections of materials with similar and/or different properties

Vocab

Plant Seeds Grow Animal Natural Same Different



# EYFS Science Knowledge Narrative

## Reception

I can name my 5 senses

I can explore and talk about forces

(push and pull)

I can describe and compare the seasons

I can talk about what animals need to grow and survive

I understands the need to respect and care for the natural environment and all living things

I know that some environments are different to the one in which I live.

I Know some similarities and differences between the natural world around me and contrasting environments.

I know some important processes and changes in the natural world around me, including the seasons and changing states of matter

I can explore changing states of matter in the natural world e.g. temperature, ice, water, evaporation.

I can describe what I see whilst outside.

I can describe what I hear whilst outside.

I can describe what I feel whilst outside

can explore the natural world around me.

I can make observations and drawings of animals.

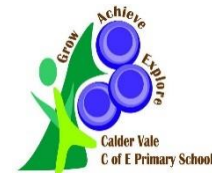
I can make observations and drawings of plants.

I can observe and talk about the changes in the seasons and the effect on the natural world.

can draw information from books that have been read to me about some similarities and differences between the natural world around me and contrasting environments.

## Vocab

Environment Season Change Plant Animal hot/cold



# EYFS Science Knowledge Narrative

ELGS

## **Natural World**

Children at the expected level of development will:

- 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.