

# An insight into Science within the Early Years at Glynwood



## How does Science link to the Early Years Foundation Stage Profile?

### **Communication and Language – Listening, Attention and Understanding**

#### **Early Learning Goal**

Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Understanding the World – The Natural World**

#### **Early Learning Goal**

Children at the expected level of development will: - Explore the natural world around them, making observations 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.

## How does Science look within the Early Years classrooms?

### These are some of the things you might see which link to Science.

- ♥ Children showing curiosity in the things in their environment, both indoors and outside. They might make comments or ask questions relating to the things they see and experience.
- ♥ Adults working as 'play partners' and asking appropriate questions to move learning forward.
- ♥ Children 'investigating' their surroundings and interesting resources using magnifying glasses. They might draw what they can see or talk with their peers or staff about the features of the things within the environment.
- ♥ Children observing and making comments about the weather – children are encouraged by adults to think about the weather during 'message board' time each morning.
- ♥ Children observing and making comments about changes over time. This might be in relation to living things such as plants and animals or it might be in relation to an activity such as cooking or baking where change can be observed more quickly.
- \* Please see the document titled 'Scientific Enquiry in the Early Years' for more examples of links to this particular subject area.

Please feel welcome to visit the Nursery and Reception classrooms to look at some of these things in action – we love to have visitors! If you would like to access the children's learning journey's to see evidence of your subject within the early years, please come and ask – we will be more than happy to show you.