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| EYFS 'The Natural World' – Working Scientifically Skills |
| * **Explore/Observe over time**: *look closely at /notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.* * **Question:** *show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur e.g. changes to plants throughout the seasons* * **Describe**: *talk about what they notice/observe e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school* * **Record**: *draw pictures e.g. observational drawings of plants, minibeasts; take photographs, make models or record in scrapbooks* * **Compare/sort/group/identify/classify** *notice similarities/notice differences; talk about what they know and understand about similarities and/or differences; sort in to groups e.g. in relation to the natural world around them and other environments that have learnt about through real experiences or books read to them at home or school* * **Research:** *talk to people (visits/visitors/family) and think of questions to ask to find out about plants, animals, seasons, processes; use first-hand experiences/ use secondary sources, e.g. books, photographs, internet* * **Equipment and measures:** *use senses/use simple equipment to make observations, e.g. magnifiers, pipettes, egg timers, digital microscopes, etc.* * **Testing (including predicting):** *talk about…*what they think will happen if…?; What they think will happen next…?; make suggestions, show resilience, work with others * **Explain:** *talk about what they know and what they have learnt about the natural world.* T*alk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.* * **Vocabulary**: *use simple vocabulary to name and describe objects, materials, living things & environments.* |