
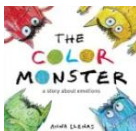
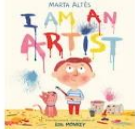
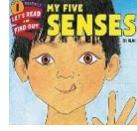
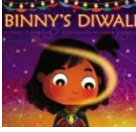
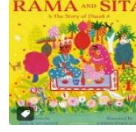











## Understanding the World – The Natural World

<p><b>Nursery to Reception checkpoints:</b></p>	<ul style="list-style-type: none"> <li>• To actively explore natural materials using all senses.</li> <li>• To discuss observations with a wide vocabulary.</li> <li>• To recognise different types of weather.</li> <li>• To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• To talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• To talk about why things happen and how things work.</li> <li>• To show care and concern for living things and the environment.</li> </ul>	
<p><b>September/Baseline</b></p>	<p><b>Checkpoints:</b></p> <ul style="list-style-type: none"> <li>• To describe what they can see, feel and hear outside.</li> <li>• To show an understanding that we need to care for living things. e.g. watering plants, handling insects gently</li> <li>• To explore objects using senses</li> <li>• To recognise common animals and plants.</li> <li>• To look closely at similarities, differences, patterns and change.</li> </ul>	
<p><b>Autumn 1 and 2</b></p>	<p style="text-align: center;"><b>Topics/Lessons</b></p> <p style="text-align: center;"><b>All about me- my body/ senses / colour mixing Celebrations</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">         </div>	<p style="text-align: center;"><b>Checkpoints</b></p> <ul style="list-style-type: none"> <li>• I can explore the world around me, making observations of colour.</li> <li>• I can participate in discussions and offer my own ideas using scientific words</li> <li>• I can understand some important processes and changes in the world, including colour and how they change by mixing.</li> <li>• I can explore the world around me, making observations and drawing pictures of myself and others.</li> <li>• I know similarities and differences between the natural world around me.</li> <li>• I can work and play cooperatively and take turns with others.</li> </ul>
<p><b>Spring 1 and 2</b></p>	<p><b>What grows in the garden?</b>  <b>Bear Hunt- linked to exploring my local area</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">      </div>	<ul style="list-style-type: none"> <li>• I can understand important changes and processes in the natural world.</li> <li>• I can explore the natural world around me.</li> <li>• I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• I can observe my plant growing over time.</li> <li>• I can observe my habitat over time.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can identify where animals may live in the world.</li> <li>• I can look for patterns between the animal and its environment.</li> <li>• I can research facts about a chosen animal.</li> <li>• I can identify different animals and use observations to move like different animals.</li> </ul>
<p><b>Summer 1 and 3</b></p>	<p><b>Where does my food come from- linked to Healthy Me:</b> <b>Materials</b></p> 	<ul style="list-style-type: none"> <li>• I understand the importance of healthy food choices and where my food comes from.</li> <li>• I can manage my own basic hygiene and personal needs, including dressing, going to the toilet.</li> <li>• I can show sensitivity to my own and to others' needs.</li> <li>• I can record ways to keep myself healthy.</li> <li>• I can identify and sort different materials.</li> <li>• I can compare how different materials react in water.</li> <li>• I can use all my senses in hands-on exploration of natural materials.</li> <li>• I can explore collections of materials with similar and/or different properties.</li> <li>• I can talk about the differences between materials and changes they notice.</li> <li>• I can learn new vocabulary</li> </ul>
<p><b>All Year</b></p>	<p><b>Seasonal changes</b></p> 	<ul style="list-style-type: none"> <li>• I can identify each season and classify things in the correct season.</li> <li>• I can observe a tree over time through the seasons.</li> <li>• I can use ID charts to find out about seasons.</li> <li>• I can use the pictures from stories to help me learn about seasons.</li> <li>• I can draw pictures to explain what happens in each season.</li> <li>• I can make careful observations about the changes in the seasons.</li> <li>• I can explain what happens in each season</li> <li>• I can make simple predictions about which seasons things belong in.</li> <li>• I can ask questions to help my understanding</li> </ul>
<p><b>ELG</b></p>	<p><b>Children at the expected level of development will:</b></p> <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> </ul>	

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### EYFS to Year 1 Science Progression

#### Plants



#### Pupils should be taught:

- To explore and observe plants in their environment.
- To begin to name some common plants (e.g., trees, flowers).
- To notice changes in plants (e.g., leaves falling in autumn, flowers growing in spring).
- To learn that plants need water and sunlight to grow.
- To engage in hands-on activities like planting seeds and watching them grow.
- To use simple vocabulary such as "leaf," "tree," "flower," "grow," and "sun."

#### Year 1 Skills

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To identify and describe the basic structure of plants (roots, stem, leaves, flowers).
- To observe how plants grow over time by planting seeds or bulbs.
- To begin to understand that plants need water, light, and a suitable temperature to grow and stay healthy.
- To use scientific language like stem, root, petal, leaf, seed, bulb, deciduous, evergreen.
- To develop observation skills through simple investigations, such as watching how plants change over time.

#### EYFS Skills

**Observation:** Using the senses to explore plants and their parts

#### Animals (including Humans)



#### Pupils should be taught:

- To identify and name **some animals** (e.g., cat, dog, bird, fish).
- To begin to understand **differences** between animals (e.g., pets vs. wild animals).
- To recognise that animals need **food, water, and care** to survive.
- To identify **basic body parts** (e.g., head, arms, legs, eyes).
- To notice differences between themselves and others (e.g., hair colour, height).
- To learn that humans grow and change over time.
- To use simple vocabulary like "big," "small," "fur," "feathers," "legs," "tail."
- To engage in hands-on activities like **observing pets, visiting farms, and role-playing doctors or vets.**

#### Year 1 Skills

- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores
- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- To identify, name, draw and label the basic parts

#### EYFS Skills

**Observation:** Observe animals and plants, and describe what they see.

**Classification:** Identifying and naming plants, and grouping them by similarities and differences  
**Record keeping:** Using drawings, diagrams, and other methods to document observations  
**Scientific enquiry:** Using observations and ideas to answer questions  
**Care:** Planning and caring for plants, including planting seeds and watching them grow  
**Life cycle:** Understanding the life cycle of plants, including growth, decay, and changes over time

Observe the effects of activity on their bodies.  
 Observe the lifecycle of animals, such as chicks, frogs, and butterflies  
**Comparison:** Compare the observable features of animals  
 Compare the structure of different animals  
 Compare the parts of the human body and their associated senses  
**Understanding needs:** Understand the need for a healthy diet and physical exercise  
 Understand the importance of good hygiene practices  
 Understand the basic needs of animals, including food, water, and air

### Key Progression from EYFS to Year 1

- From informal exploration to structured identification – EYFS focuses on noticing and discussing plants, while Year 1 introduces specific plant names and parts.
- From general awareness to classification – Year 1 students learn the difference between wild/garden plants and evergreen/deciduous trees.
- From curiosity-driven play to basic scientific enquiry – Year 1 introduces simple investigations like planting and observing growth.
- From everyday language to scientific vocabulary – Year 1 children start using terms like "stem," "bulb," and "deciduous."

### Key Progression from EYFS to Year 1

- From simple recognition to classification – In EYFS, children name animals; in Year 1, they classify them (e.g., mammals vs. reptiles).
- From general understanding to specific features – Year 1 children learn about body parts and their functions (e.g., eyes help us see).
- From observing to scientific grouping – Year 1 introduces diet classification (herbivore, carnivore, omnivore).
- From everyday language to scientific vocabulary – Year 1 students begin using words like "reptile," "amphibian," and "senses."
- From curiosity to structured enquiry – Year 1 students explore how animals change, grow, and what they need to survive.

### Everyday Materials



#### Pupils should be taught:

- To explore and play with different materials (e.g., water, sand, wood, metal, fabric).
- To use their senses to describe materials (e.g., "soft," "hard," "rough," "smooth").
- To notice and talk about changes (e.g., ice melting, water drying, playdough shaping).
- To compare materials through play (e.g., which material is best for building a tower).

### Seasonal Changes



#### Pupils should be taught:

- To observe and talk about changes in weather (e.g., sunny, rainy, windy, snowy).
- To notice changes in nature throughout the year (e.g., leaves falling in autumn, flowers growing in spring).
- To begin to recognize that days can be longer or shorter at different times of the year.

- To begin to use simple everyday language to describe materials, like "shiny," "bendy," "soft."
- To engage in hands-on activities like sorting objects, sensory play, and building with blocks.

### **Year 1 Skills**

- To distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- To describe the simple physical properties of a variety of everyday materials
- To compare and group together a variety of everyday materials on the basis of their simple physical properties

### **EYFS Skills**

**Exploration:** Children should be encouraged to explore different everyday materials (e.g., wood, glass, fabric, metal) using their senses.

**Observation:** They will learn to observe the properties of materials—such as texture, colour, weight, and flexibility—and articulate their observations.

**Comparison:** Children practice comparing materials based on their properties, for example, identifying which materials are hard or soft, rough or smooth.

**Experimentation:** Children should engage in simple experiments to see how materials interact (e.g., mixing, floating vs. sinking) and observe the results.

**Communication:** Encouraging children to talk about what they find can help them develop vocabulary and understanding about materials and their uses.

**Problem-Solving:** Through play and experimentation, children can learn to think creatively about how to use materials in different ways to solve problems.

- To understand the need for different clothing in different weather (e.g., wearing coats in winter, sunhats in summer).
- To talk about how the weather affects them (e.g., "We need an umbrella because it's raining").
- To use simple vocabulary like hot, cold, windy, sunny, rainy, snow, leaves, flowers.
- To engage in activities like nature walks, weather charts, and seasonal craft activities.

### **Year 1 Skills**

- To observe changes across the 4 seasons
- To observe and describe weather associated with the seasons and how day length varies

### **EYFS Skills**

**Observation:** Encourage children to observe changes in the environment throughout the seasons. This can include noticing changes in weather, plant life, and animal behaviour.

**Sorting and Categorizing:** Help children sort items found in nature based on the seasons, such as leaves, flowers, and fruits. This skill develops their ability to classify and organize information.

**Recording Information:** Guide children in keeping a simple journal or chart where they can record their observations about the weather, such as sunny, rainy, or snowy days, and discuss how these weather patterns change with the seasons.

**Exploring Cause and Effect:** Discuss how changes in temperature and daylight affect living things, such as how plants grow, or why certain animals hibernate or migrate.

**Predicting:** Encourage children to make predictions about what changes they expect to see as the seasons change, fostering their critical thinking skills.

**Hands-On Activities:** Incorporate hands-on experiments, such as planting seeds and observing their growth throughout different seasons, to teach about life cycles and environmental changes.

**Articulation of Ideas:** Allow children to express their ideas and understanding of seasonal changes through discussions, drawings, or storytelling.

### **Key Progression from EYFS to Year 1**

- From informal exploration to structured identification – EYFS explores materials through play; Year 1 names and categorises them.
- From sensory descriptions to scientific properties – Year 1 children use terms like "waterproof" instead of just "doesn't get wet."
- From playing with materials to investigating them – Year 1 includes simple experiments like testing which material makes the best raincoat.
- From general discussion to classification – Year 1 children begin grouping materials based on properties.
- From everyday language to scientific vocabulary – Words like "transparent" and "absorbent" are introduced in Year 1.

### **Key Progression from EYFS to Year 1**

- From casual observation to structured understanding – EYFS children notice changes; Year 1 children name and describe seasons.
- From general weather discussion to recognising patterns – Year 1 children link weather types to specific seasons.
- From personal experience to scientific explanations – Year 1 explores how the seasons affect plants, animals, and people.
- From simple vocabulary to scientific terms – Year 1 introduces words like "hibernation" and "daylight hours."
- From spontaneous observation to recording data – Year 1 students use weather charts and diaries to track seasonal changes.