

0-3years	3-4years	Reception	ELG	End of Year1
<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Encourage toddlers and young children to enjoy and explore the natural world.</p> <ul style="list-style-type: none"> - Explore frost, snow and ice <p><i>Sneezy the Snowman by Maureen Wright (ice)</i></p> <ul style="list-style-type: none"> - seeing the spring daffodils and cherry blossom <p><i>The Squirrel's Busy Year by Martin Jenkins (seasons)</i></p> <ul style="list-style-type: none"> - looking for worms and minibeasts <p><i>The Weaver by Quan Shi (spider)</i></p> <p>Encourage children's exploration, curiosity, appreciation and respect for living things.</p> <ul style="list-style-type: none"> - sharing the fascination of a child 	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><i>Somebody Crunched Colin by Sarah Roberts (pollution)</i></p> <p>Explore microenvironments</p> <ul style="list-style-type: none"> - Log pile - Worms <p><i>Yucky Worms by Vivian French (worms)</i></p> <ul style="list-style-type: none"> - Bugs <p><i>Do You Love Bugs? By Matt Robertson (Non-Fiction)</i></p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p><i>The Growing Story by Ruth Krauss and Helen Oxenbury (human growing)</i></p> <p>Show and explain the concepts of growth, change and decay with natural materials.</p> <ul style="list-style-type: none"> - help children to care for animals and take 	<p>Describe what they see, hear and feel whilst outside:</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world including animals and plants.</p> <p>Name and describe some plants and animal's children are likely to see, encouraging children to recognise familiar plants and animals whilst outside:</p> <ul style="list-style-type: none"> - Horse chestnut tree - Walnut tree - Apple Tree - Daffodil - Tulips - Sunflower - Vegetables - Bat - Hedgehog - mouse - Pets - dog, cat, fish, rabbit 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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><i>Night Monkey, Day Monkey by Julia Donaldson (day and night)</i></p> <p><i>Somebody Swallowed Stanley by Sarah Roberts (plastic pollution)</i></p> <p><i>The Tree - An Environmental Fable by Neal Layton (contrasting environments)</i></p> <p><i>Lila and the Secret of Rain by David Conway & Jude Daly (drought)</i></p>	<p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (including those that are kept as pets)</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of</p>

<p>who finds woodlice teeming under an old log</p> <ul style="list-style-type: none"> - modelling the careful handling of a worm and helping children return it to the dug-up soil - carefully planting, watering and looking after plants they have grown from seeds <p>Encourage children to bring natural materials into the setting, such as leaves, and conkers picked up from the pavement or park during autumn.</p>	<p>part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.</p> <ul style="list-style-type: none"> - Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. <p>Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p> <p>Plant seeds and care for growing plants.</p> <ul style="list-style-type: none"> - plant seeds and bulbs so children observe growth and decay over time <p>Titch by Pat Hutchins (seed growing)</p> <p>Jasper's Beanstalk by Mick Inkpen and Nick Butterworth (bean growing)</p>	<p>Knows about similarities and differences in relation to living things</p> <p>Explore the natural world around them.</p> <p>Under the Ground by Anna Milbourne and Serena Riglietti (under the ground)</p> <p>The Bee Book By Charlotte Milner (non-fiction)</p> <p>A Butterfly Is Patient By Dianna Hutts Aston & Sylvia Long (Non-Fiction)</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences:</p> <ul style="list-style-type: none"> - Chinese New Year, pancake day & Diwali opportunities for tasting - Senses walk - Senses boards <p>Look Out! How We Use Our Five Senses by Leon Read</p>	<p>common flowering plants, including trees</p>
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	<p>Talk about the differences between materials and changes they notice.</p> <p>Provide children with opportunities to change materials from one state to another.</p> <ul style="list-style-type: none"> - cooking - combining different ingredients, and then cooling or heating (cooking) them - melting - leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) <p>Explore how different materials sink and float.</p> <p>Explore how you can shine light through some materials, but not others. Investigate shadows.</p> <p>Plan and introduce new vocabulary related to the</p>	<p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <ul style="list-style-type: none"> - Ice and snow <p><i>Little Bear's Spring by Elli Woolard (hibernation/ice)</i></p> <p><i>Snow By Sam Usher</i></p> <ul style="list-style-type: none"> - Waterproof and not waterproof - Floating and sinking <p><i>Who Sank the Boat? By Pamela Allen (sinking)</i></p> <p>Knows about similarities and differences in relation to objects and materials</p>	<p>Understand some important processes and changes in the natural world around them, including changing states of matter:</p> <ul style="list-style-type: none"> - Pancakes - Melting chocolate 	<p>To distinguish between an object and the material from which it is made</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties</p>

	<p>exploration and encourage children to use it. (bark, shells)</p> <p>Explore how things work</p> <p>Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>And everyone shouted pull! By Claire Llewellyn (forces - pull)</p> <p>Explore and talk about different forces they can feel.</p> <p>Draw children's attention to forces.</p> <ul style="list-style-type: none"> - how the water pushes up when they try to push a plastic boat under it <p>Charlie's Boat by Kit Chase (floating)</p> <ul style="list-style-type: none"> - how they can stretch elastic, snap a twig, but cannot bend a metal rod - magnetic attraction and repulsion 			
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	Plan and introduce new vocabulary related to the exploration and encourage children to use it.			
	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Tree- seasons come, seasons go by Patrica Hegarty and Britta Tecketrup (seasons)</p> <ul style="list-style-type: none"> - contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach <p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.</p>	<p>Understand the effect of changing seasons on the natural world around them:</p> <ul style="list-style-type: none"> - Weather and seasonal features - Note and record the weather <p>Snow By Sam Usher</p> <p>Sun By Sam Usher</p> <p>Rain By Sam Usher</p> <p>Storm By Sam Usher</p> <p>Maisy's Wonderful Weather Book by Lucy Cousins (weather)</p> <p>Lila and the Secret of Rain by David Conway & Jude Daly (rain)</p> <ul style="list-style-type: none"> - Select texts to share with the children about the changing seasons - Children to observe how animals behave differently as the seasons change 	<p>Understand some important processes and changes in the natural world around them, including the seasons:</p> <ul style="list-style-type: none"> - Wind <p>The Wind Blew by Pat Hutchins (wind)</p> <p>Egg Drop by Mini Grey (flying)</p>	<p>To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies</p>

	<p>Encourage children to talk about what they see. Go on a walk around the school grounds.</p> <p>Model observational and investigational skills. Ask out loud: "I wonder if...?"</p> <p>Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</p>	<p>Seasons by Hannah Pang (seasons)</p>		
		<p>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in:</p> <ul style="list-style-type: none"> - Camp fire - Den building <p>Recognise some environments that are different from the one in which they live</p> <ul style="list-style-type: none"> - Teach children about a range of contrasting environments within both their local and national region - Model the vocabulary needed to name specific features of the world, both 		

		<p>natural and made by people</p> <ul style="list-style-type: none"> - Share non-fiction texts that offer an insight into contrasting environments - Talks about the features of their own immediate environment and how environments might vary from one another <p>Nature Girls by Delphine Mach (habitats around the world)</p> <p>At the Same Moment Around the World by Clotilde Perrin (habitats around the world)</p> <p>Katie In London by James Mayhew (uk)</p> <p>Katie in Scotland by James Mayhew (uk)</p>		
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