

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>Sneezy the Snowman by Maureen Wright (ice)</p> <ul style="list-style-type: none"> - seeing the spring daffodils and cherry blossom <p>The Squirrel's Busy Year by Martin Jenkins (seasons)</p> <ul style="list-style-type: none"> - looking for worms and minibeasts <p>The Weaver by Quan Shi (spider)</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>Somebody Crunched Colin by Sarah Roberts (pollution)</p> <p>Explore microenvironments</p> <ul style="list-style-type: none"> - Log pile - Worms <p>Yucky Worms by Vivian French (worms)</p> <ul style="list-style-type: none"> - Bugs - <p>Do You Love Bugs? By Matt Robertson (Non-Fiction)</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>The Growing Story by Ruth Krauss and Helen Oxenbury (human growing)</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>Night Monkey, Day Monkey by Julia Donaldson (day and night)</p> <p>Somebody Swallowed Stanley by Sarah Roberts (plastic pollution)</p> <p>The Tree - An Environmental Fable by Neal Layton (contrasting environments)</p> <p>Lila and the Secret of Rain by David Conway & Jude Daly (drought)</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>My Big Book of the Five Senses by Patrick George</p>		<p>common flowering plants, including trees</p>
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	<ul style="list-style-type: none"> - observe an apple core going brown and mouldy over time - Introduce recycling of plants into compost 	<p>David Attenborough (34) (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara</p> <p>Create opportunities for how we care for the natural world around us</p> <ul style="list-style-type: none"> - Forest school <p>Bella Loves Bugs By Jess French & Duncan Beedie (forest school)</p> <p>Explore microenvironments</p> <ul style="list-style-type: none"> - Log pile - Bug hotel <p>Peep Inside: Bug Homes By Anna Milbourne & Simona Dimitri (bugs)</p> <p>The Bug Collector by Alex Griffiths (bugs)</p> <p>Sing songs and join in with rhymes and poems about the natural world</p> <p>Provide children with frequent opportunities for outdoor play and exploration:</p> <ul style="list-style-type: none"> - Forest school - trees, seasonal change, and hibernation 		
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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>

exploration and encourage children to use it. (bark, shells)

Explore how things work

Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.

Oscar and the Cricket by Waring Geoff (forces)

Explore and talk about different forces they can feel.

Draw children's attention to forces.

- how the water pushes up when they try to push a plastic boat under it

What floats in a moat? By Lynne Berry and Matthew Cordell (floating)

- how they can stretch elastic, snap a twig, but cannot bend a metal rod

	<ul style="list-style-type: none"> - magnetic attraction and repulsion <p>Plan and introduce new vocabulary related to the exploration and encourage children to use it.</p>			
	<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</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 	<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>glasses or a tablet with a magnifying app.</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>	<ul style="list-style-type: none"> - Children to observe how animals behave differently as the seasons change <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 natural and made by people

- 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

Nature Girls by Delphine Mach (habitats around the world)

At the Same Moment Around the World by Clotilde Perrin (habitats around the world)

Katie In London by James Mayhew (uk)

Katie in Scotland by James Mayhew (uk)