

Understanding the World



The Natural World

ELG Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures 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.

Development matters statements

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Band 6 (Reception)

- Looks closely at similarities, differences, patterns and change in nature
- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes

ELGs	Explore the natural world around them, making observations and drawing pictures of animals and plants	Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences of what they have read in class	Understand some important processes, and changes in the world around them, including the seasons and changing states of matter
Baseline	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. (DM 3-4) • Talk about what they see, using a wide vocabulary. (DM 3-4) • Plant seeds and care for growing plants. (DM 3-4) • Understand the key features of the life cycle of a plant and an animal. (DM 3-4) • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (Bto5 Band 5) • Developing an understanding of growth, decay and changes over time (Bto5 Band 5) 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. (DM 3-4) • Talk about the differences between materials and changes they notice. (DM 3-4) • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (DM 3-4) 	<ul style="list-style-type: none"> • Explore how things work. (DM 3-4) • Explore and talk about different forces they can feel. (DM 3-4) • Begin to understand the need to respect and care for the natural environment and all living things. (DM 3-4) • Shows care and concern for living things and the environment (Bto5 Band 5) • Talks about why things happen and how things work (Bto5 Band 5) • Begin to understand the effect their behaviour can have on the environment (Bto5 Band 5)
Autumn	<ul style="list-style-type: none"> • Children are curious to explore the natural world 	<ul style="list-style-type: none"> • Know the local environment to the school • Have visited local environment to the school and can describe their local environment, and draw comparisons e.g. homes, places of worship, shops 	<ul style="list-style-type: none"> • Can describe daily weather and link to seasons • Children explore different states through rich environment

	<ul style="list-style-type: none"> • Can describe and comment on what they hear, smell, see, touch in their immediate environment. • Know some vocabulary related to the natural world • Name some common local animals and plants • Can begin to explain what makes an animals and a plant. • Continue to widen their knowledge through books, rhymes and exploratory experiences. 	<ul style="list-style-type: none"> • Is beginning to looks closely at similarities, differences, patterns and change in own environment and that of others. • To know there are different countries in the world 	<ul style="list-style-type: none"> • Can describe the features of winter • Can describe some states of change e.g. cooking, ironing, making toast
Spring	<ul style="list-style-type: none"> • Explore the natural world (local park/area around school) identifying trees/ flowers/ insects and their importance to the ecosystem. • Can describe the growth of a plant and make observational sketch. • Know and observe life cycles of common animals, including themselves. • Drawing on practical experiences, books and personal observations, knows that living things live, grow and die. • Choose to independently make observations of the natural world through comments/ questioning, drawings and taking photographs. 	<ul style="list-style-type: none"> • Can describe and comment on what they hear, smell, see, touch in an unfamiliar environment. • Know some different contrasting environments – e.g. rainforest, desert etc. • Can describe contrasting environments using knowledge and vocabulary from what has been read in class • Can start to use stories and pictures to talk about differences in life in other countries 	<ul style="list-style-type: none"> • Can describe the features of spring • Can describe changing states, e.g. freezing, melting, linked to weather and their own experiences such as baking, paint mixing, mud play, etc.
Summer	<ul style="list-style-type: none"> • Can make observations including making drawings of animals and plants. • Can explain why some things naturally occur and talk about changes in the world around them. • Confident in exploring the natural world • Observe, explain and draw changes in plants and animals in the seasons. 	<ul style="list-style-type: none"> • Can discuss and compare local environment, drawing similarities and differences with contrasting environment around the world, using drawing on knowledge from a variety of experiences, knowledge and vocabulary from what has been read in class. • Can compare, question and comment what they hear, smell, see, touch in two contrasting environments. 	<ul style="list-style-type: none"> • Can describe the features of summer • Can compare seasons, noting similarities and differences • Can confidently talk about the weather and link this to seasonal change • Can describe changing states of things pertinent to them – food, seasonal weather etc.

