

Early Years Foundation Stage

Area of Learning and Development: Understanding The World - The Natural World

Educational Programme for Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Development Matters Non-Statutory	Early Learning Goal - The Natural World Statutory
<p>Children in Reception will be learning to:</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Children at the expected level of development will:</p> <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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Planning for Learning (LPDS)

Skills, Knowledge, Concepts – what children can do, know and understand.

Key Learning linked to The Natural World - Working Scientifically

Explore/Observe

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.

Describe

Talk about what they notice/observe in the natural world, 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, mini-beasts, take photographs, make models or record in scrapbooks.

Questioning

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 in plants throughout the seasons.

Explain

Talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.

Research

Talk to people (visits/visitors/family), 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).

Compare/sort/group/identify/classify

Notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.

Test

Make suggestions, show resilience, work with others.

Vocabulary

Use simple vocabulary to name and describe objects, materials, living things and environments

Key Vocabulary

Trees, plants, flowers, seeds, bulbs, vegetables, fruit, leaf, root, trunk, stem, branches, watering, pets, wild animals, insects, farm animals, birds, head, arms, legs, body, hands, feet, fingers, toes, senses, horns, tail, wings, beak, claws, paws, skin, fur, wool, feathers, scales, food, water, warmth, shelter, water, woodland, grass, hedgerows, desert, jungle, Arctic and Antarctic, season, weather, wind, cloud, sun, rain, snow, frost, hail, light, dark, leaves, bark, petals, autumn, summer, spring, winter, warm, damp, habitat, big, small, fly, hop, sing, nest, swim, crawl, walk, run, gallop, jump, soft, hard, rough, smooth, fluffy, bumpy, slimy, sticky, shiny, dull, wet, dry, stiff, bendy, crunchy, metal, fabric, plastic, wood, same, different, drip, flow, pour, running, splash, squirt, dry, change, freeze, melt, shadow, sound, float, sink, balance, fall, roll.