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| Fairholme Primary School**EYFS – The Natural World** |
| **Children explore the natural world, environments, seasons and materials through observation and books** |
| Progression in LearningNursery to ELG | Provision | Books and Vocabulary |
| **Nursery** |
| * Explores natural objects, plants, creatures and materials in the environment
* Talks about things they have seen and explored such as plants, animals, natural objects and materials
* Comments and asks questions about the natural world, seasons and talks about why things happen
* Developing understanding of the cycle: growth, decay and changes. Shows care and concern for living things and environment
 | * Small world play which includes - dinosaurs, farm animals, wild animals supported by non-fiction books to extend observations and details
* Weed finding using picture prompts, plant hunt
* Making natural collections – bark, varying leaves and seeds, rocks, shells and stones; introduce vocabulary which identifies similarities and differences – colour, texture, weight, size
* Walks looking at the wider school and local environment
* Natural and transient art work taking inspiration from Andy Goldsworthy and Richard shilling
* Planting daffodils and tulips, exploring growing conditions and observing from sprouting to dying off
* Milk and snack area– Independent access to milk, water and fruit throughout the day. Where does fruit come from? How do we get milk?
* Mud kitchen which promotes children collecting their own natural ingredients and the following of recipes appropriate to their reading age
* Use of magnifying glasses, plant and animal identification sheets, large petri dishes, torches, binoculars to explore natural world in the outdoor environment
* Ourselves and our families, drawing ourselves, pets, where we live
* Seasonal display area capturing changes in temperature and seasons
* Planting winter flowering plants, observe flowering and help with dead-heading to promote new growth
* Planting bulbs and sowing seeds, looking after indoor plants
* Winter – ice – melting and freezing, changes in temperature
* Nature Garden for children to enjoy in every season
* Learning about life cycles such as eggs to chicks and wheat to flour
* Planting seeds in the poly-tunnel with the chef, watching them grow and observing how he uses the plants in their lunch menu

**Enhanced Provision** **Whole school focus week -** Science week; Try out a different science experiment every day in groups and as part of continuous provision such as making as many bubbles as we can, colour mixing, dancing raisins and gravity **Living Eggs** ;Children experience the chick life cycle by observing and caring for their own chicks  | **Owl Babies** Martin Waddell **Nocturnal Animals** fact book **Jasper’s Beanstalk** Mick Inkpen **Tree** Patricia Hegarty **Norman the snail with the silly shell** Sue Hendra **The Runaway Chapatti** Susan Price **Pancakes, Pancakes!** Eric Carle Selection of frog and chick fact books **Homemade non-fiction books –** Bears, owls, snails, giraffes, chicks**Language of the seasons –** Autumn, Winter, Spring, Summer **Language of weather –** sunny, windy, fog, rain, ice, frost, snow, cold, warm, hot **Language of texture –** hard, soft, bumpy, rough, smooth, silky **Language of materials –** plastic, metal, wood, glass, fabric **Language of animals -** fur, feather, hair, talons, claws, hooves, foot, egg tooth, fly, crawl, slither |
| **Reception** |
| * Explores natural world - collects, smells, listens, records
* Talks about features of plants, animals, materials, environments
* Understands the effects of changing seasons on natural world around them, and changes in materials, such as caused by changes in temperature and cooking
 | * Researching by observing, reading books, looking on the Internet, talking to experts, caring for plants and creatures
* Documenting the lifecycle of caterpillars, frogs, plants grown, weather chart
* Seasonal walks – noticing temperature, weather, plants, foliage on trees, bird song, effect of temperature on puddles, icy patches, need of watering plants
* Noticing changes of materials when cooking and making links with temperature changes and effects on environment
* Daily weather chart
* Sky search – noticing shapes of clouds, direction of wind, colour of sky
* Sandpit – archaeological dig, use of classification sheets to identify dinosaur bones and fossils, building structures we have seen in real life or books
* Outdoor area weather learning – (rain/wind/snow/sun) – water gauges, drawing round puddles to observe evaporation, puddle jumping, windy- streamers and kites, sunny - shadows, snowy – building snowmen
* Observational drawings of fruits and flowers, bulbs, squashes and pumpkins, sunflowers
* Find out about animals that hibernate, bears linked to We’re Going on a Bear Hunt and woodland animals such as squirrels
* Noticing the differences in trees and plants in relation to seasonal changes and weather conditions
* Visit to the Bedfont Lakes - explore the lake environment, noticing features and wild life
* Recreate an observation art piece of a tree over the year through the seasons
* Growing seasonal vegetables and herbs in the poly-tunnel, and using in own recipes to cook the food which has been grown
* An introduction to ‘space’ and the moon
* Looking for minibeasts in the outdoor area

**Enhanced Provision** Life cycle of a frog; Observe the life cycle of a frog when visiting Bedfont Lakes and by pond dipping Life cycle of a butterfly; Observe the changes that occur from caterpillar to butterfly and release our butterflies into our natural environment Whole school focus week - Science week; Try out a different science experiment every day, be curious, make predictions about what they think might happen and comment on what did happen Animal Handling visit (Bedfont Lakes); Handle and feed a selection of animals Children experience the chick life cycle by observing and caring for their own chickens | **Traditional Tales –** Jack and the Beanstalk**We’re Going on a Bear Hunt** Michael Rosen**Tadpoles Promise** Jeanne Willis **Pumpkin Soup** Helen Cooper **Whatever Next** Jill Murphy **Mad About Minibeasts** Giles Andreas **Language of life cycles** – life cycle, egg, fledgling, bird, frogspawn, tadpole, froglet, frog, string of eggs, tadpole, toadlet, toad, egg, caterpillar, chrysalis, butterfly**Language of animal features –** legs, segments, feathers, antennae, webbed feet**Seasonal language –** Winter, Spring, Summer, Autumn, evergreen, foliage, leaves, buds, blossom, fruit **Language of plants** – bulb, seed, bud, petal, leave, stem, root, flower**Language of material state** – liquid, solid, water, ice, steam**Selection of practitioner made books related to natural world** |
| **Early Learning Goal (ELG)****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** |