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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 Learning  Nursery 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** | | |