

## Understanding the World – The Natural World - Curriculum End Points and Progression

End point : What an EYFS child needs to understand?	End point: What do they need to know? (Substantive / Disciplinary Knowledge), New Vocabulary	How can we see that they are confident with The Natural World in Year R	Preparation for Year 1 Curriculum
That we have five senses to help us experience the world around us.	How to use our five senses – <b>smell, touch, sight, sound and taste</b> to experience and make <b>observations</b> about the world around us on a daily basis.	Children will talk about what they see, hear, smell, taste and touch as they explore and play.	Year 1 Science Curriculum: Working Scientifically <ul style="list-style-type: none"> <li>observing closely</li> </ul>
That a prediction is a guess about what will happen to an object and whether it will behave in a certain way what an action is done to it.	How to make a sensible <b>prediction</b> based on what you already know.	Children will make a prediction about what will happen in a range of contexts based on the knowledge they have.	Year 1 Science Curriculum: Working Scientifically <ul style="list-style-type: none"> <li>using their observations and ideas to suggest answers to questions</li> </ul>
That seasons change as time passes and with each season we can expect different features of weather our environment.	To recognise seasonal changes in our locality by walking in <b>Autumn – leaves falling, rain, shorter days, dark earlier</b> <b>Spring – buds on trees, blossom, lambs, rainbows, bluebells on Lilleshall hill, nest building</b> <b>Summer – flowers, berries minbeasts, sunshine,</b> <b>Winter – ice, fog, cold, snow, frost, bare trees</b> and recognising the changes in our environment for each season.	Children will talk about the changes in weather and the environment as they walk in each season.	Year 1 Science Curriculum: Seasonal Changes <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul> KS 1 Geography Curriculum: Human and physical geography <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in</li> </ul>

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	<p>To recognise and name different weathers and match with seasons:</p> <p><b>Snow, frost, ice, fog, storm, thunder, lightning, rain, hail, sun, rainbow</b> and know about some extreme weathers – <b>tornado, flood, hurricane, blizzard</b></p>	<p>Children talk about the weather and how it changes.</p>	<p>relation to the Equator and the North and South Poles</p>
<p>That different materials are used for different purposes and respond differently to be heated or cooled</p>	<p>How to recognise core group of materials:</p> <p><b>Wood, plastic, metal, glass, paper, fabric.</b></p> <p>Use words to describe their properties:</p> <p><b>Strong, weak, delicate, hard, soft, rough, smooth, see through, rigid, flexible, melt, solid, float, sink.</b></p>	<p>Children will use their own words and increasingly use accurate vocabulary to describe what they see and feel as they explore materials through play.</p>	<p>Year 1 Science Curriculum: Everyday Materials</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> </ul>
<p>That earth is a planet in space and other planets exist in our solar system. Identify the sun, moon and stars.</p>	<p>How to recognise the Earth as a planet.</p> <p>To recognise that in space there are different planets and the sun moon and stars.</p>	<p>Children will talk about the planets and sun, moon and stars as they explore and play.</p> <p>Children will make relevant comments and ask questions about what is read.</p>	<p>Year 5 Science Curriculum Earth and Space</p>
<p>That objects can float or sink when put in water.</p>	<p>How to recognise if an object is <b>floating or sinking.</b></p>	<p>Children will use language of floating and sinking when playing and exploring accurately.</p>	<p>Year 5 Science Curriculum Forces</p>

# Understanding the World – The Natural World - Curriculum End Points and Progression

	How some large items will float and some small items will sink.		
That a force can be used to make an object move.	How to make an object move by using a force – <b>push, pull, wind, water.</b>	Children will explore using water, air, pushes and pulls during play and exploration.	Year 3 Science Curriculum: Forces and Magnets <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> </ul>
That every living thing has a specific name and group that it belongs to	To name plants and animals found in our location and compare to others that live in other countries: <b>cat, dog, frog, toad, butterfly, pigeon, fox, badger, bee, wasp, beetle, ladybird, spider, worm, snail, slug, woodlouse, rabbit, squirrel.</b> <b>Mammal, Bird, Amphibian, Reptile, Fish, Insect.</b>  <b>Daffodil, snowdrop, bluebell, sunflower, oak tree, sycamore tree, horse chesnut tree.</b>	Children will name animals and plants in our environment and look at others from contrasting environments.  Children will be able to draw different animals with the correct features.	Year 1 Science Curriculum: Animals: <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> Plants: <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
Living things need certain conditions in order to help them grow.	That most plant life needs light, water and soil to grow.  That most plants grow from <b>seeds, bulbs</b>	Children can talk about what they need and what plants need to help them grow healthily.	Year 2 Science Curriculum: Living things and their habitats <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for</li> </ul>

## Understanding the World – The Natural World - Curriculum End Points and Progression

<p>Living things grow healthily when they are in the right conditions.</p>	<p>Humans need food, drink, sleep, exercise to help them grow.</p> <p>Every living thing has a habitat where they will grow and thrive. Different habitats provide different conditions.</p>	<p>Children will talk about different habitats as they explore and play.</p>	<p>the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>
<p>That scientists are always learning more about the world and how it works.</p>	<p>Recognise some scientists who have made discoveries that help us understand how the world works eg David Attenborough, Mary Anning, Mary Seacole, Alexander Fleming</p>	<p>Children will talk about scientists who have made discoveries about our world.</p>	<p>KS1 – Working Scientifically</p>
<p>That earth is made up of land and sea.</p> <p>That a map is a view from above of the place and has symbols / colours that mean different things.</p>	<p>How to recognise land and water on the globe and a map of the world / UK.</p>	<p>Children will talk about land and water as they explore the world around them and look at maps and globes.</p>	<p>KS1 Geography Curriculum: Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>
<p>That different places in the world have different names.</p>	<p>To recognise and name the <b>United Kingdom</b> and know they live in England and hear the country names <b>England, Scotland, Wales and Northern Ireland.</b></p>	<p>Children will talk about different countries that they have visited or researched and will be able to name them.</p>	<p>KS 1 Geography Curriculum: Locational knowledge</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of</li> </ul>

# Understanding the World – The Natural World - Curriculum End Points and Progression

	To hear continent and country names from around the world and begin to identify them on a world map.		the United Kingdom and its surrounding seas
That different countries may look very different and have different weather systems, food, language and buildings.	<p>To recognise the differences between their own rural locality and a city locality in England – eg London and in other countries eg Venice, Beijing.</p> <p>To use google earth street view and video footage to look at different buildings and features of cities from around the world.</p>	Children will be able to talk about and roleplay being in another country.	<p>KS 1 Geography Curriculum: Place knowledge</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>
That a map can be used to follow a particular route.	<p>To follow photo maps for our Lilleshall explorer walks.</p> <p>To create simple maps of their journey to school / finding treasure in our outside area / finding plants or animals in the school grounds.</p> <p>To recognise that only things that do not move are found on a map.</p>	<p>Children will be able to identify features in the locality from photos on our walks.</p> <p>Children will draw their own maps during role play and discuss them.</p>	<p>KS 1 Geography Curriculum Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>
That we need to care and respect our environment and can choose ways to improve	Humans can have <b>positive</b> and <b>negative</b> impacts on our <b>environment</b> .		

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our environment by doing things differently.	Recognise we can improve our environment – recycle, clean our waters, walk don't drive, litter pick, turn lights off, save water.		
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## Development Matters

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- 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.

## ELG

### The Natural World

- 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.