

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)	How can we see that they are confident with The Natural World in Year R	Preparation for Year 1 Curriculum
That we have five sense to help us experience the world around us.	How to use our five senses – smell, touch, sight, sound and taste to experience and make observations 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"> • observing closely
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 prediction 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"> • using their observations and ideas to suggest answers to questions
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 Autumn – leaves falling, rain, shorter days, dark earlier Spring – buds on trees, blossom, lambs, rainbows, bluebells on Lilleshall hill, nest building Summer – flowers, berries minbeasts, sunshine, Winter – ice, fog, cold, snow, frost, bare trees 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. Children talk about the weather and how it changes.	Year 1 Science Curriculum: Seasonal Changes <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies KS 1 Geography Curriculum: Human and physical geography <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

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

	<p>To recognise and name different weathers and match with seasons: Snow, frost, ice, fog, storm, thunder, lightning, rain, hail, sun, rainbow and know about some extreme weathers – tornado, flood, hurricane, blizzard</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: Wood, plastic, metal, glass, paper, fabric. Use words to describe their properties: Strong, weak, delicate, hard, soft, rough, smooth, see through, rigid, flexible, melt, solid, float, sink.</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"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials
<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 floating or sinking.</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 – push, pull, wind, water.	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"> compare how things move on different surfaces
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: cat, dog, frog, toad, butterfly, pigeon, fox, badger, bee, wasp, beetle, ladybird, spider, worm, snail, slug, woodlouse, rabbit, squirrel. Mammal, Bird, Amphibian, Reptile, Fish, Insect. Daffodil, snowdrop, bluebell, sunflower, oak tree, sycamore tree, horse chesnut tree.	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"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores Plants: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.
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 seeds, bulbs and tubers, corms	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"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for

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"> • identify and name a variety of plants and animals in their habitats, including microhabitats
<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"> • 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
<p>That different places in the world have different names.</p>	<p>To recognise and name the United Kingdom and know they live in England and hear the country names England, Scotland, Wales and Ireland.</p> <p>To hear continent and country names from around the world</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"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of

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

	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"> 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
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"> 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

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.

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

- 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.