EYFS progression map from birth to the end of Reception year

Area of Learning Understanding the World

Concept: The Natural World: experiencing, exploring, observing and comparing my environment

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 aroundthem – 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.

Progression steps to enable typical progression within this concept

Birth – 3 (1)

Experience

a) I can build up my understanding of the world around me by experiencing:

A wide range of man-made and natural materials with differing textures including plants and animals e.g. rough, smooth, spikey…	A wide range of man-made and natural materials with differing firmness e.g. hard, soft, squashy…		A range of surfaces to travel across.	The range of sounds that we might have in ……	The range of weathers that we have in ……	

3-4 yrs (2)

Explore

a) I can experience my environment in greater depth by using all of my senses (where appropriate) to explore:

Collections of naturaland man-made materials with similarand different textures and sorting them. Talking about what I am experiencing and how I have sorted the materials.	Collections of naturaland man-made materials with similar and differing firmness and sorting them. Talking about what I am experiencing and how I have sorted the materials.	The words that I canuse to describe the colour of objects (colour names, bright, dark)	How different surfaces change howeasy it is to travel e.g. that it's harderto ride a bike on grass than on a paved area…	What is making some of the soundsthat I hear.	The effects of some weathers e.g. that puddles are formed by rain, that rainbows are formedby rain and sunshine.	

Reception (3)

Experience and Explore

a) I will continue to build a deep and broad understanding of the world around me by continuing to take part in explorative activities as above.

Observe

b) I can describe what I see, hear and feel whilst outside in …… by:

Describing the plantsand animals that I see in the natural world around me in ……	Knowing some of thenames of some plants and animals that I find in ……	Describing how the plants and animals,found in ……,are the same or different from each other.	**UW PCC Geog target**I can name features of my immediate area such as field, road, house, school, shop, dyke, path	Describing the sounds, I hear day to day in ……, including their source, loudness, speed, happy, scary… Predicting the causesof some sounds when I cannot see their source.	Describing the weather that I experience day today in ……	After close observation, I can draw pictures of thenatural world including plants and animals

Compare

c) I can describe what it might feel like to be in places other than ……e.g. at the beach, in a snowy land, in the jungle/rain forest, on an African Savanah by:

knowing that the plants and animals I find in places other than …… might be the same ordifferent.	Knowing the names of some of the plantsand animals that are found in places otherthan ……	describing how the plants and animals,found in …… are the same or different from each other.	Describing some features that are the same and different inplaces other than …… E.g. farm beach, forest…	Describing what sounds I might hearday to day in placesother than ……	Describing the weather that I mightexperience in placesother than ……	After close observation I can draw pictures of the natural world in places other than ……-includingplants and animals.

ELG:

Children at the expected level of development will:

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;

EYFS progression map from birth to the end of Reception year

Area of Learning Understanding the World

Concept: The Natural World: processes and changes

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 aroundthem – 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.

Progression steps to enable typical progression within this concept

Birth – 3

a) I can repeat actions that have an effect.

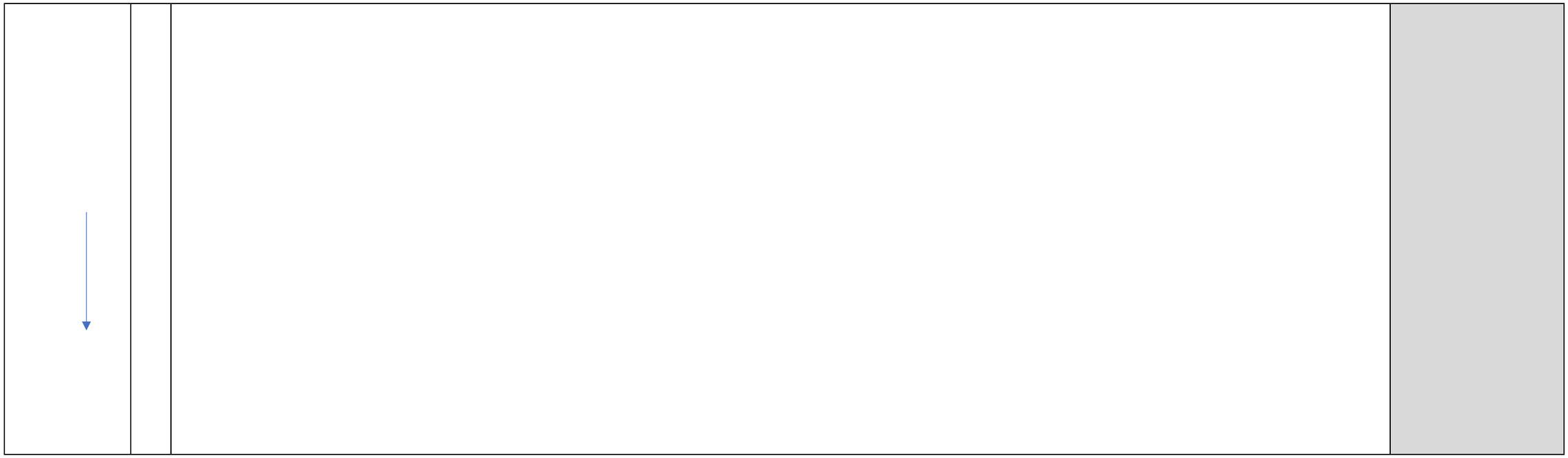
3-4 yrs

a) I can plant seeds and care for growing plants.
b) I understand the key features of the life-cycle of a plant and an animal.
c) I am beginning to understand the need to respect and care for the natural environment and all living things.
d) I can explore and talk about different forces that I can feel.
e) I can talk about the differences between materials and the changes that I notice.
f) I can explore how things work such as wind-up toys, pulleys, sets of cogs and pegs with boards.

Reception

a) I know about some important changes in the natural world such as:
- How People change as they grow from babies to adults;
- How young animals change as they grow into an adult – including those that change dramatically as they grow such as caterpillars into butterflies and tadpoles into frogs;
- How a seed will grow into a plant;
- How some of the fruits and vegetables that I eat are grown;
- How the weather changes over the seasons.
- Some seasonal features such as:
  - the leaves fall in Autumn;
  - Plants such as trees and flowers begin to grow in Spring;
  - birds have young in spring;
  - fruit is on trees in the summer and autumn;
  - crops are harvested in autumn time;
  - Some animals hibernate over the winter time;
  - The night time becomes longer over the winter time;

b) I can talk about the changes of state that I see such as:
- water turning into ice;
- ice melting
- a runny cake mixture turning into a solid cake
- malleable salt dough turning hard in the oven
- Wax melting and then setting

c) I understand some important processes such as:
- Sound being felt as a vibration;
- light being able to travel through transparent objects but not opaque objects;
- Objects casting shadows;
- Magnets being attracted to some materials and not others;
- That some objects are able to float whilst others sink;
- That some objects will be changed when they are burned;
- That most objects will fall to the ground when they are dropped;
- That some things need power (e.g. batteries, plugging them in) to make them work.

Children at the expected level of development will: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.