

Understanding the World:

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 around them - 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.

Science

Development of skills in EYFS		Development of skills in Year 1	Key vocabulary
<ul style="list-style-type: none"> -Comment and ask question about aspects of their familiar world such as the natural world, -make observations and draw pictures of animals and plants. -Talks about why things happen and how things work -Look closely at similarities, differences, patterns and change Understand some important processes and changes in the natural world around them (seasonal changes, melting, dissolving. -Explore and talk about different forces I can feel – gravity, push and pull toys 	Scientific enquiry	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests -identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> Float Sink Magnetic Shadow Light Electricity Battery Creatures Rubbish Plastic Recycle Reuse reduce Biodegrade Difference
<ul style="list-style-type: none"> -Observe & interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water -name specific features of the natural world, both natural & man-made 	Materials	<ul style="list-style-type: none"> To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. (Waterproof experiment) 	<ul style="list-style-type: none"> Save Power Space Moon Astronaut Stars Meteor Rocket

<ul style="list-style-type: none"> -Describe what they see, hear & feel whilst outside (senses) -Name & describe some plants -Identify familiar plants -Draw pictures of plants -Talk about things they have seen outside including plants -Understand the effect of changing seasons on the natural world around them (weather and seasonal features) 	Plants	<p>To identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across four seasons.</p>	<ul style="list-style-type: none"> Gravity Poles- North/South Melt Freeze Melt Dissolve absorb Ice Solid
<ul style="list-style-type: none"> -Describe what they see, hear, smell & feel (senses) -Name and describe some animals -Identify familiar animals -Observational drawings of animals -Be able to show care and concern for living things -Talk about things they have seen outside including animals -Encourage children to observe how animals behave differently as the seasons change -Make observations and label parts of the human body(link to Jigsaw) 	Animals	<ul style="list-style-type: none"> -Identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals. -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -Identify and name a variety of common animals that are carnivores, herbivores and omnivore. -Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets). -know that all animals, including humans, grow and change as they become older. -Name and correctly label the main external parts of the body -Understand what it means to be healthy -Describe how to look after particular parts of my body & I can explain why it is important to keep clean -Know that human have babies that grow into children and then into adults 	<ul style="list-style-type: none"> Liquid Gas Waterproof Insects Worms Bees Larvae Pollen Pollinate Honey Hive Caterpillar Egg Butterfly/moth Chrysalis/pupae/cocoon Snail/slug Woodlouse Shell/exoskeleton/endoskeleton Slime Life cycle Metamorphosis Habitat Environment Prey / predator

<p>Enrichment: Beach and Salts visit. Rock pool trip. Forest School, Honeycomb Garden. Trip to Drusilla's zoo park.</p> <p>Visitors: Sussex Wildlife trust-bug hotels and pond dipping. Beekeeper visit. Work with Doctor Sylvia. Science week visitors-forensic scientist, midwife, doctor.</p>	
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ELG: The Natural World 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.