



EARLY YEARS FOUNDATION STAGE PROGRESSION OF SKILLS

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 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.																
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:								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;						
		i.	A wide range of man-made and natural materials with differing textures including plants and animals e.g. rough, smooth, spikey...	ii.	A wide range of man-made and natural materials with differing firmness e.g. hard, soft, squashy...		iii.	A range of surfaces to travel across.	iv.		The range of sounds that we might have in Bolton.	v.	The range of weathers that we have in Bolton			
	3-4 yrs (2)	Explore a) I can experience my environment in greater depth by using all of my senses (where appropriate) to explore:														
		i.	collections of natural and man-made materials with similar and different textures and sorting them.	iii.	collections of natural and man-made materials with similar and differing firmness and sorting them.	v.	The words that I can use to describe the colour of objects (colour names, bright, dark)	vi.	How different surfaces change how easy it is to travel e.g. that it’s harder to ride a bike on grass than on a paved area...		vii.	What is making some of the sounds that I hear.	viii.	The effects of some weathers e.g. that puddles are formed by rain, that rainbows are formed by rain and sunshine.		
		ii.	Talking about what I am experiencing and how I have sorted the materials.	iv.	Talking about what I am experiencing and how I have sorted the materials.											
	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 Bolton by:														
		i.	describing the plants and animals that I see in the natural world around me.	ii.	knowing some of the names of some plants and animals that I find in Bolton.	iii.	describing how the plants and animals, found in Bolton, are the same or different from each other.	iv.	I can name features of my immediate area such as field, road, house, school, shop, path		v.	Describing the sounds, I hear day to day in Bolton, including their source, loudness, e t c	vii.	Describing the weather that I experience day to day in Bolton.	viii.	After close observation, I can draw pictures of the natural world including plants and animals
											vi.	Predicting the causes of some sounds when I cannot see their source.				
		Compare c) I can describe what it might feel like to be in places other than Bolton e.g. at the beach, in a snowy land, in the jungle/rain forest, desert by:														
i.		knowing that the plants and animals I find in places other than Bolton might be the same or different.	ii.	knowing the names of some of the plants and animals that are found in places other than Bolton.	iii.	describing how the plants and animals, found in Bolton, are the same or different from each other.	iv.	Describing some features that are the same and different in places other than Bolton. E.g. Savanah, cliffs, beach, forest...	v.	Describing what sounds I might hear day to day in places other than Bolton.	vi.	Describing the weather that I might experience in places other than Bolton.	vii.	After close observation I can draw pictures of the natural world in places other than Bolton – including plants and animals.		



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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 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.			
Progression steps to enable typical progression within this concept 	Birth – 3	a) I can repeat actions that have an effect.	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.
	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.	