**Progression of Skills in Science FS**

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|  | **Content** | **Understanding of the World** | **Examples of how we support this:** |
| **Reception** | **People – Changes**  **Muddy Mondays**  **Forest Schools**  **Cold – Ice/Melting**  **Materials**  **Plants/Growing** | Explore the natural world around them. | Provide children with have frequent opportunities for outdoor play and exploration.  Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.  Create opportunities to discuss how we care for the natural world around us.  Offer opportunities to sing songs and join in with rhymes and poems about the natural world.  After close observation, draw pictures of the natural world, including animals and plants.  Observe and 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 and a boat floating on water |
| Describe what they see, hear and feel  whilst outside | Encourage focused observation of the natural world.  Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.  Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.  Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. |
|  |  | Recognise some environments that are different from the one in which they live. | Teach children about a range of contrasting environments within both their local and national region.  Model the vocabulary needed to name specific features of the world, both natural and made by people.  Share non-fiction texts that offer an insight into contrasting environments.  Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |
|  |  | Understand the effect of changing seasons on the  natural world around them. | Guide children’s understanding by draw children’s attention to the weather and seasonal features.  Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.  Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.  Look for children incorporating their understanding of the seasons and weather in their play. |