

## UTW – Natural World Progression Map

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| Nursery Pacer<br>Autumn 1   | Enjoy exploring the outdoor environment of the Nursery                                                                                        |
|                             | Notices detailed features of objects in their environment                                                                                     |
|                             | Use all their senses in hands-on exploration of natural materials                                                                             |
| Nursery Pacer<br>Autumn 2   | Be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life                         |
|                             | Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking |
|                             | Talk about what they see using a wide vocabulary                                                                                              |
|                             | Talk about differences between materials                                                                                                      |
| Nursery Pacer<br>Spring 1   | Talk about some of the things they have observed such as plants, animals, natural and found objects                                           |
|                             | Understand 'why' questions, like: "Why do you think the caterpillar got so fat                                                                |
|                             | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world                      |
| Nursery Pacer<br>Spring 2   | Notice changes in the weather                                                                                                                 |
|                             | Notice changes in temperature                                                                                                                 |
|                             | Explore how things work                                                                                                                       |
| Nursery Pacer<br>Summer 1   | Make observations of animals and plants                                                                                                       |
|                             | Recognise some environments that are different to the one in which they live                                                                  |
|                             | Care for growing plants                                                                                                                       |
|                             | Shows care and concern for living things                                                                                                      |
| Nursery Summer<br>2         | To know that there are 4 seasons across the year                                                                                              |
| Reception Pacer<br>Autumn 1 | Notice and discuss patterns in the environment e.g. tree bark, flower petal or leaf shapes, grates, covers, or bricks                         |
|                             | To know that the season can affect the temperature                                                                                            |
|                             | To know that the season affect the natural world – plants and animals                                                                         |
|                             | Understand the effect of changing seasons on the natural world around them                                                                    |
|                             | Discuss features of each season                                                                                                               |
|                             | Describe weather and know it can be different in different countries                                                                          |
|                             | Explore collections of materials with similar and/or different properties                                                                     |
|                             | Talk about changes they notice                                                                                                                |
| Reception Pacer<br>Autumn 2 | To understand length of day and night changes and begin to link to the season                                                                 |
|                             | Describe what they see, hear and feel while they are outside                                                                                  |
|                             | Look after living things to help them grow                                                                                                    |
| Reception Pacer<br>Spring 1 | Explore and talk about the force of gravity                                                                                                   |
|                             | Make observations about materials                                                                                                             |

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|                                     | Ask questions to find out more                                                                                                     |
|                                     | Explore and talk about light and shadows                                                                                           |
|                                     | Investigate things that glow in the dark                                                                                           |
|                                     | Design practical, attractive environments                                                                                          |
|                                     | Plant seeds and care for them, knowing they plants need water, soil and sun to grow                                                |
|                                     | Begin to understand the need to respect and care for the natural environment and all living things                                 |
|                                     | Understand the key features of the life cycle of a plant and an animal                                                             |
| <b>Reception Pacer<br/>Spring 2</b> | <b>Talk about changes in animals as they grow and have life cycles</b>                                                             |
|                                     | Explore and talk about magnetic forces                                                                                             |
|                                     | Explore and talk about different forces they can feel                                                                              |
|                                     | Draw pictures of animals based on observation                                                                                      |
|                                     | Draw pictures of plants based on observation                                                                                       |
|                                     | Understand that the natural environment and the world around them supports them to live and grow                                   |
|                                     | Observe and talk about changing states of matter (e.g. ice melting)                                                                |
|                                     | Know there are different natural environments around the world                                                                     |
|                                     | Know different environments have specific characteristics such as deserts, forests, islands                                        |
|                                     | Explore and talk about the force of friction                                                                                       |
|                                     | Explore and talk about floating and sinking                                                                                        |
|                                     | Use vocabulary to describe sense of taste                                                                                          |
|                                     | Draw information from a simple map                                                                                                 |
| <b>Reception Pacer<br/>Summer 1</b> | <b>Draw a simple map (based on own experience)</b>                                                                                 |
|                                     | Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread |
|                                     | Make predictions and compare to outcomes                                                                                           |
|                                     | Use specific vocabulary to describe animals                                                                                        |
|                                     | Begin to understand the effect their behaviour can have on the environment                                                         |
|                                     | Use vocabulary to describe environments such as busy, quiet and pollution                                                          |
|                                     | Observe the effect of decay over time                                                                                              |
| <b>Reception Pacer<br/>Summer 1</b> | <b>Use correct terms to describe parts of plants and animals such as chrysalis</b>                                                 |