

EYFS progression of skills – Understanding the World (Science)

	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
<u>Plants</u>	Know that fruit and vegetables are plants	Know that some vegetables grow underground and they look different above and below the ground Show care and concern for living things and the environment	Develop an understanding of growth, decay and changes over time Understand the key features of the life cycle of a plant	Name some common plants / vegetation Examine changes over time	Talk about similarities and differences in plants	Talk about simple plant parts and what happens to them using key vocabulary
<u>Vocabulary</u>	fruit, vegetable,	Seeds, underground	Die, rot, change,	familiar plant names,	Same, different, similar	Leaves, roots, stem, petal, life cycle
<u>Animals including humans</u>	Show care and concern for living things and the environment Name obvious body parts on humans	Name obvious body parts on humans and animals	Understand the key features of the life cycle of an animal Name more excretions e.g. snot, tears, blood	Talk about some similarities and differences in animals including humans Name all basic parts of the human body that they can see and the brain and heart	Begin to talk about what their body needs	Name some habitats Observe different animals and their body parts and talk about why they have them

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<u>Vocabulary</u>	Shoulders, elbow, neck, back, stomach, knees, ankles, differences	tail, fur, whiskers, markings,	snot, tears, blood, grow, baby, child, adult	Similarities, brain, heart, bones, bottom, hips, collar bone, wrist,	Sleep, water, food, energy	beak, wings, feathers, gills
<u>Everyday materials</u>	Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties	Explore different materials freely, to develop their ideas about how to use them and what to make	Talk about the differences between materials and changes they notice	Develop their own ideas through experimentation with a diverse range of materials Look at how materials change	Know about similarities and differences in materials Sort materials using criteria	Increasingly choose more appropriate materials for the job
<u>Vocabulary</u>	senses, explore, mixture,	pinecones, conkers, bark, moss	Change,	materials, experiment, change,	Sort, soft, hard, flexible, plastic, wood, metal,	Sort, soft, hard, flexible, plastic, wood, metal,
<u>Seasonal Change</u>	Know the difference between day and night, dark and light	Name more weather types	Know that we wear different clothes for different weather	Know the names of the seasons and what the weather is/can be like in each Know that some animals store food for the winter	Know the names of the seasons and what the weather is/can be like in each Describe how trees and plants change in different seasons (Winter)	Know the names of the seasons and what the weather is/can be like in each Talk about the changes that each season brings in relation to their environment: the clothes they wear,

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				Know that some animals hibernate in the winter Describe how trees and plants change in different seasons (Autumn)		the weather and the plants Describe how trees and plants change in different seasons (Spring)
<u>Vocabulary</u>	Weather, day, night, light, dark,	storm, thunder, lightning, rainbow, cloudy		Autumn, spring, summer, winter, season, hibernate	Autumn, spring, summer, winter, season	Autumn, spring, summer, winter, season
<u>Environmental Change</u>	Begin to understand the effect their behaviour can have on the environment (immediate e.g. classroom)	Begin to understand the need to respect and care for the natural environment and all living things	Begin to understand the effect their behaviour can have on the environment (wider context)	Talk about the features of their own immediate environment	Talk about the features of their own immediate environment and how environments might vary from one another	Know some ways in which humans are harming the world and how to help
<u>Vocabulary</u>	tidy, ruin,	care, places, wildlife	Forest, concrete,			Harm, humans, nature, island, pollution

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<u>Forces and how things work</u>	Explore how things work	Explore how things work	Explore how things work Explore and talk about different forces they can feel	Know how to use a variety of different tools and equipment and how they work Know the effect of simple push and pull forces	Know how to use a variety of different tools and equipment and how they work Know the effect of simple push and pull forces	Know how to use a variety of different tools and equipment and how they work Know the effect of simple push and pull forces
<u>Vocabulary</u>	Cogs, gears, join, work, turn	Cogs, gears, join, work, turn	Cogs, gears, join, work, turn	Push, pull, action, tools,	together, apart, connect,	electricity, battery
<u>Working Scientifically</u>	Ask simple why, when, what questions Show interest in why things happen	Make observations and talk about what they see, using a wide vocabulary Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world	Begin to group and sort Describe similarities and differences	Explore the natural world around them Describe what they see, hear and feel whilst outside	Question why things happen, having their own ideas Carry out observations on changes	Make observations and explain observations Make predictions about what might happen

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	why, when, what	why, when, what	Group, sort, objects, compare	explore, find out,	Try, test, ideas how	