



## Ready to Learn - Science at Abbots Ripton

As part of our curriculum progression, knowledge, skills and vocabulary have been mapped in the 'specific' areas of the reception early years curriculum, to support development in the National Curriculum subject areas, as the children transition into Year 1. These key outcomes, are unique to our school and foundational to the next steps of learning in Year 1. We begin with things that are known to the children in the topic 'Marvellous Me' and then begin to move to the unfamiliar in 'Me and My World', and then from the local to the global in 'What a Wonderful World.'

Development Matters	Early Learning Goal Understanding the World	This is achieved in Reception (EYFS) by.....	At the end of Reception, I will know.....
<p>Communication and Language</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> </ul> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<ul style="list-style-type: none"> <li>• talking about some of the things I have seen and found, such as plants, objects, the weather, materials and places</li> <li>• talking about my immediate environment</li> <li>• talking about the differences in day and night</li> <li>• explaining how some plants and animals grow and change</li> <li>• identifying farm animals and naming their young</li> <li>• talking about the lifecycle of a butterfly or chick</li> <li>• asking questions about what I can see around me</li> <li>• making observations about the seasons and how they change knowing how we can begin to care for our world</li> <li>• exploring different materials and their properties</li> </ul>	<ul style="list-style-type: none"> <li>• that plants grow from seeds and bulbs and bear fruit</li> <li>• that plants need water, light, a suitable temperature, air and time to grow well</li> <li>• the names of common jungle, Antarctic, farm and ocean creatures</li> <li>• the names of farm animals and their young</li> <li>• that a habitat has everything needed to ensure a living thing survives</li> <li>• that we need to look after the environment and not pollute it</li> <li>• that some animals eat plants (herbivore), some animals eat meat (carnivore) and some eat both (omnivore)</li> <li>• the names of the four seasons</li> <li>• that living things have a lifecycle and grow and change over time</li> <li>• that some materials float or sink</li> <li>• that some materials have different properties; hard, soft, shiny, dull, transparent, opaque</li> </ul>
<p>Vocabulary: : <b>plants, seeds, bulbs, fruit, animals, calf, chick, foal, lamb, piglet, kid, habitat, herbivore, carnivore, omnivore, seasons; autumn, winter, spring, summer, materials, properties, pollution</b></p>			