



EYFS	
<p>Early learning goal: The Natural World 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Vocabulary In EYFS we use a rich and varied vocabulary in everything we do. The list below is by no means complete but focusses on names and descriptions that will enable success in learning Year 1 concepts.</p>
<p>Skills</p> <ul style="list-style-type: none"> • Ask questions Demonstrate curiosity about the world around them. • Make predictions With support or prompting, talk about what they think might happen based on their own experiences. • Decide how to carry out an enquiry Respond to prompts to say what happened to objects, living things or events. • Take measurements Use senses and simple equipment to explore the world around them, e.g. binoculars and magnifying glasses. • Record data Talk to an adult about what has been found/found out. • Present data Talk to an adult about what has been found/found out. • Answer questions using data <p>All underpinned by the characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.</p>	<p>General • Natural, wild, wildlife, native. Places • Habitats - Woodland, desert, ocean, jungle, Arctic Seaside. Log, stone, tree, dead leaves, soil. Materials • Object, material, properties, suitable, recycling. • Properties - Waterproof, strong/weak, hard/soft. • - Bubble wrap, foil, plastic, fabric, paper, straw, sticks, bricks, metal, glass. Living things – plants • Grow • Lifecycle: - Roots, shoots, stem, leaves, buds, flower • Water, light, warmth, temperature, soil, compost Living things – animals • Body parts. • Backbone, skeleton, soft body, shell. • hibernate, migrate. • Predator, prey. • Nocturnal. • Adult/parent, baby. • Lifecycle: - Egg, caterpillar, chrysalis, butterfly. • Birds (owl, duck), insects/bugs/ minibeasts fish, reptiles amphibians, mammals Seasonal change – names of seasons, characteristics and indicators eg warm, cold, frosty, darker, coat, shorts</p>

Programme of study

At Ashton Keynes we strive to keep the learning in the EYFS guided by the interests of the children as much as possible. We build on these interests to engage the children in rich learning opportunities through quality literature and non - fiction texts alongside practical experiences related to the season, weather and environment we live in.



Educational programme

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.