

## **ELG 15. The Natural World. Skill progression throughout Reception**

### **Entry (3)**

- They show care and concern for living things and the environment.
- They can comment and ask questions about their own environment (e.g. their home or school).
- They can talk about objects and living things that they have seen (e.g. “I can see a red flower.” “Look, it’s a spider!”).

### **Autumn 2 (4)**

- They can identify simple differences between familiar objects, environments and living things.
- They are beginning to develop an understanding of growth and changes over time (e.g. “The leaves have fallen off the tree because they have died”).
- They can talk about some simple properties of materials (e.g. “My coat is warm.” “I can see through this!”).

### **Spring 2 (5)**

- They can make more detailed observations of objects and living things (e.g. “This flower has little spots on it and it has a green leaf”).
- They understand what it means for something to be different and that this doesn’t just relate to appearances.
- They are developing an understanding of what it means for something to be similar.
- With support they can identify simple similarities between different objects, environments and living things.
- They are starting to understand there are changes in their immediate environment throughout the year

### **Summer 1 (6)**

- They can confidently identify differences between environments, objects, living things and materials.
- They are increasingly able to talk about things that are similar which do not just relate to appearances.
- They have some basic knowledge of learned animals (e.g. chicks, mini beasts).
- They have some basic knowledge of plants (e.g. the things they need to grow).
- They can compare this season to a previous one

### **Summer 2 ELG (7)**

- They can talk about environments and how they are similar and different to one another.
- They can talk about objects and how these are similar and different to one another.
- They can talk about living things and how these are similar and different to one another.
- They can talk about materials and how these are similar and different to one another.
- They make observations of animals and plants and can talk about why things occur including what changes happen (e.g. “A caterpillar changes into a cocoon then a butterfly” or “You plant a seed and then it grows into a plant”).

- They have a basic understanding of the changes in seasons and can talk about this

### **Exceeding (8)**

- They have an understanding that people can influence the environment (e.g. dropping litter on the playground makes it messy, breaking a glass in the classroom makes it unsafe).
- They can describe some actions which people in their own community do that help to maintain the area they live in (e.g. putting all your snack rubbish in the bin).
- They know the properties of some materials and can suggest some of the purposes they are used for (e.g. glass is used for the windows because you can see through it).
- They are familiar with basic scientific concepts such as floating, sinking and melting experimentation.