

## HLC Early Years Foundation Stage Curriculum Progressive Areas of Learning



### Understanding the World: The Natural World

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.

Nursery	Reception
<p><b>The Natural World</b>                      By the end of Nursery, a HLC child will:</p> <ul style="list-style-type: none"> <li>- Discuss key features of each season.</li> <li>- Name animals, identifying features, where they live and understand key features of a life cycle.</li> <li>- Understand how to respect our outdoor areas.</li> <li>- Name basic features of a plant and its life cycle and know what a plant needs to grow.</li> <li>- Understand physical features of our local area that we have seen through books, poems, non-fiction texts and our own experiences.</li> <li>- Observe changes to materials when they are heated and cooled</li> <li>- Use a variety of materials for different tasks.</li> </ul>	<p><b>The Natural World</b>                      By the end of Reception, a HLC child will:</p> <ul style="list-style-type: none"> <li>- Recognise and discuss the seasons using key vocabulary, identifying specific weathers and changes between seasons.</li> <li>- Discuss different animals, how we care for them, their habitats and life cycles.</li> <li>- Be aware of how to protect our environment.</li> <li>- Identify parts of plants, discuss how we can take care of them and how they grow.</li> <li>- Compare our local area with another by discussing physical features that we have seen through books, poems, non-fiction texts and our own experiences.</li> <li>- Describe changes to materials when they are heated and cooled and how it differs between materials.</li> <li>- Select appropriate materials for a given task and describe using key vocabulary.</li> </ul>

Nursery	Spring 1 Nursery 1	Spring 2 Nursery 1	Summer 1 Nursery 1	Summer 2 Nursery 1	Autumn 1 Nursery 2	Autumn 2 Nursery 2	Spring 1 Nursery 2	Spring 2 Nursery 2	Summer 1 Nursery 2	Summer 2 Nursery 2
	<b>Nursery</b>	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere	Splish, Splash, Splish	Getting to Know You	Use Your Imagination	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere
	<ul style="list-style-type: none"> <li>- Names and talks about animals they have encountered in person.</li> <li>- Knows what to do with rubbish.</li> <li>- Experience and talk about hot and cold weather.</li> </ul>	<ul style="list-style-type: none"> <li>- Notices changes in the weather.</li> <li>- Know whether something is a plant or an animal.</li> <li>- Talks about what they can see in their classroom.</li> <li>- Constructs when playing, including with loose parts.</li> </ul>	<ul style="list-style-type: none"> <li>- Names animals around the world observed digitally and in books.</li> <li>- Tidies up after themselves.</li> <li>- Groups foods to know whether they should be eaten hot and cold.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the weather and how it affects them.</li> <li>- Observe plants in our school environment.</li> <li>- Talks about what they can see inside our school.</li> <li>- Knows that materials have differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Groups animals in different ways (legs, size, shape etc.).</li> <li>- Knows how to use the school's recycling bins.</li> <li>- Knows what is meant by 'heated' and 'cooled' and how this can be done.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the key features of autumn (weather, what we can see etc.).</li> <li>- Know what plants need to grow.</li> <li>- Talks about what they can see in the school grounds.</li> <li>- Talks about the names for different materials with a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Names features of different animals (diet, body parts etc.).</li> <li>- Identifies recyclable materials independently.</li> <li>- Suggests materials to heat and cool.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the key features of spring (weather, what we can see etc.).</li> <li>- Help plant and care for seeds until they grow.</li> <li>- Talks about what they can see as they explore our local area.</li> <li>- Identifies different types of materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows what a life cycle is and can describe a simple cycle.</li> <li>- Understands how to respect our outdoor areas.</li> <li>- Observes changes to materials when they are heated and cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the key features of summer (weather, what we can see etc.).</li> <li>- Names the basic features of plants.</li> <li>- Describes our local environment using age-appropriate vocabulary (roads, houses, trees, grass etc.).</li> <li>- Plays and builds with a variety of materials.</li> </ul>

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Reception</b>	Only One You	In my imagination...	Winter Wonderland	Spring has Sprung	Protectors of the Earth
	<ul style="list-style-type: none"> <li>- Knows how we can care for different animals, including pets and animals in the wild.</li> <li>- Knows the impact of littering on the local environment and the wider world.</li> <li>- Carries out experiments with their teacher to study changes in materials when heated and cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the season of autumn using key vocabulary and compares it to other seasons.</li> <li>- Compare different types of plants in and around school and throughout the local area.</li> <li>- Describe the features of our local area using age-appropriate vocabulary (pavements, shops, parks etc.).</li> <li>- Talks about properties of different materials using their own vocabulary to describe them</li> </ul>	<ul style="list-style-type: none"> <li>- Describes and observes the life cycles of different animals.</li> <li>- Contributes towards keeping our school and local area free of litter and waste.</li> <li>- Makes predictions as to what will happen to materials when they are heated or cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the season of spring using key vocabulary and compares it with other seasons.</li> <li>- Make observations of plants over time as they grow and describe the changes they witness.</li> <li>- Studies images of other environments and compares these with our local area.</li> <li>- Experiments with different materials and evaluates their success for a given task.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows the habitats of different animals and begins to explain why these habitats are suitable.</li> <li>- Understands how we can have a positive impact on the environment.</li> <li>- Describes what happens to different materials when they are heated and cooled.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the season of summer using key vocabulary and compares it to previous seasons.</li> <li>- Knows the purpose of different parts of plants and finds examples of these around our school.</li> <li>- Compares our local area with another using books, digital resources and own experiences.</li> <li>- Explains why they chose a material for a given task.</li> </ul>

### Understanding the World Early Learning Goals

Past and Present	People, Culture and Communities	The Natural World
<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<p><b>Children at the expected level of development will:</b></p> <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>