

### Science Progression grid 3

#### Understanding the world and seasonal changes (outdoor learning and nature journals)

YEAR GROUP	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>UNDERSTANDING THE WORLD (EYFS)</b></p> <p><b>SEASONAL CHANGES (YEARS 1 -6)</b></p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Learning can be done throughout the year using the school and the local environment. For example, plants can be observed to make a link to seasonal change and weather at various different times. Materials could be linked to a different creative theme throughout the year. Key learning can also be covered as a blocked science unit in its own right to introduce or consolidate learning at other times throughout the year.</p>	<p>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe plant growth, changes in habitats across the seasons and life cycles of a variety of different animals (for example: chicks/other birds, tadpoles/frogs, caterpillars/butterflies, other mini-beasts, other young animals during trips to farms/zoos). This could be done through an <b>ongoing/monthly nature journal</b> to observe, record and review over a period of time. The unit of work on 'Animal survival and growth' can be covered in the same half term as work on 'Habitats' in order to link the concept of survival.</p>	<p>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe plant lifecycles with a particular focus on the different parts of a plant (e.g. comparing fruits and seeds and looking for examples of pollination). This could be done through an <b>ongoing/monthly nature journal</b> to observe, record and review over a period of time.</p>	<p>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify how a habitat changes. This could include a focus on the relationships between the plants and animals within a habitat. This could be done through an <b>ongoing/monthly nature journal</b> to observe, record and review over a period of time.</p>	<p>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify a variety of plant and animal life cycles. This could be done through an <b>ongoing/monthly nature journal</b> to observe, record and review a variety of examples over a period of time. The unit on 'Human life cycles' can be linked to PSHEE work on 'Relationships' and the Year 5 Science unit 'Habitats and life cycles' rather than being taught as a separate unit.</p>	<p>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify a variety of plants and animals that live there focusing on their adaptations for survival. This could be done through an <b>ongoing/monthly nature journal</b> to observe, record and review a variety of examples over a period of time and would support their learning and wider research in the 'Living Things and Their Habitats' unit and the 'Evolution and Inheritance' unit.</p>