

## EYFS Outdoor Learning Progression of Skills

### Nursery

Term	Long Term Plan Link	Skill
Autumn Term	<ul style="list-style-type: none"> <li>– Actively collect and enjoy transporting materials.</li> <li>– Begin to explore collections of materials with similar and/or different properties, e.g. autumn collections.</li> <li>– Begin to notice changes in my natural environment. E.g. Autumn</li> <li>– Begin to understand that they need to be respectful of living things.</li> <li>– Notice the differences between dry and wet materials.</li> <li>– Observe, explore and talk about changes of matter and their process with water and ice.</li> <li>– Recognise changes in the weather</li> </ul>	<ul style="list-style-type: none"> <li>– I can collect and carry things I find.</li> <li>– I can look at and explore things that are the same or different, like in autumn.</li> <li>– I can notice when things around me change, like in autumn.</li> <li>– I can understand that I should be kind to animals and plants.</li> <li>– I can tell the difference between dry and wet things.</li> <li>– I can watch and talk about what happens when water and ice change.</li> <li>– I can see when the weather changes.</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>– Uses all their senses to explore natural materials.</li> <li>– Talk about plants that interest them</li> <li>– Plant seeds and care for all plants with support of an adult.</li> <li>– Work alongside adults imitating their actions as they care for living things</li> <li>– Understand the need to respect and care for the natural environment and all living things</li> <li>– Explore the key features of the lifecycles of a plant.</li> <li>– Notice changes to plants in my local environment.</li> </ul>	<ul style="list-style-type: none"> <li>– I can use my senses to explore things in nature.</li> <li>– I can talk about plants that I like.</li> <li>– I can plant seeds and take care of plants with help from an adult.</li> <li>– I can work with adults and copy what they do to take care of plants and animals.</li> <li>– I can understand that I need to be kind to the environment and all living things.</li> <li>– I can look at how plants grow and change.</li> <li>– I can notice changes in the plants around me.</li> </ul>

	<ul style="list-style-type: none"> <li>– Begin to use all their senses in hands on exploration of natural materials.</li> <li>– Talk about what they see, continuing to use wider vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>– I can use my senses to touch and explore things in nature.</li> <li>– I can talk about what I see, using more words to explain</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>– Actively explore the properties of everyday materials through spontaneous experimentation.</li> <li>– Work alongside adults, describing how to care for living things.</li> <li>– Talk about the key features of the lifecycle of an animal.</li> <li>– Narrate, a stage at a time, the way a growing animal is changing.</li> <li>– Recognise changes in the weather and talk about how I look after myself.</li> <li>– Explore and respond to different natural phenomena in their setting and on trips.</li> <li>– Describe what animals they would see at the coast.</li> <li>– Compare and sort land and coastal animals.</li> <li>– Begin to understand how to care for our local environments. E.g. littering.</li> </ul>	<ul style="list-style-type: none"> <li>– I can explore how different materials feel and work by trying them out.</li> <li>– I can work with adults and talk about how to take care of living things.</li> <li>– I can talk about how animals grow and change.</li> <li>– I can talk about the changes I see in a growing animal, one step at a time.</li> <li>– I can notice when the weather changes and talk about how I take care of myself.</li> <li>– I can explore and talk about different things in nature when I go outside or on trips.</li> <li>– I can talk about the animals I might see at the beach.</li> <li>– I can compare and sort animals that live on land and by the coast.</li> <li>– I can begin to understand how to help take care of nature, like not littering.</li> </ul>

## Reception

Term	Long Term Plan Link	Skill
Autumn Term	<ul style="list-style-type: none"> <li>– Observe and talk about the natural world and materials around my school yard.</li> <li>– Explore maps of school and immediate locality; identify roads, buildings, pond and transport features.</li> <li>– Explore and talk about Autumn natural materials.</li> <li>– Talk about the Autumn changes to trees and woodland plants that I observe.</li> <li>– Know and demonstrate how to plant bulbs, predicting how they may grow</li> <li>– Name street furniture on a short locality walk.</li> </ul>	<ul style="list-style-type: none"> <li>– I can look at and talk about the natural world and things around my school.</li> <li>– I can look at maps of my school and nearby places and talk about roads, buildings, ponds, and where people travel.</li> <li>– I can explore and talk about things I find in Autumn.</li> <li>– I can talk about how trees and plants change in Autumn.</li> <li>– I can know how to plant bulbs and guess how they will grow.</li> <li>– I can name the things I see on a short walk, like benches or street signs.</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>– Describe changes to trees and woodland plants in winter and comparing to other seasons.</li> <li>– Describe and explain changes of state within water and ice, using scientific vocabulary.</li> <li>– Name local features on a simple route to the Metro Station.</li> <li>– Name other special buildings in our community and explain their function through small world reenactment. (Church, shops hairdressers, vets).</li> <li>– Describe changes to trees and woodland plants in spring.</li> <li>– Know and demonstrate how to grow seeds and care for seedlings.</li> </ul>	<ul style="list-style-type: none"> <li>– I can talk about how trees and plants change in winter and compare them to other seasons.</li> <li>– I can talk about what happens to water and ice when they change, using simple science words.</li> <li>– I can name things I see on a walk to the Metro Station.</li> <li>– I can name special buildings in my community, like churches, shops, hairdressers, and vets, and talk about what they do through play.</li> <li>– I can talk about how trees and plants change in spring.</li> <li>– I can know how to grow seeds and take care of young plants.</li> <li>– I can name the parts of plants and where they grow.</li> </ul>

	<ul style="list-style-type: none"> <li>– Naming the specific parts of plants and where they grow.</li> <li>– Explain the life cycle of a plant and what they need to grow.</li> <li>– Begin to develop an understanding of growth, decay, changes over time and how we can protect our plants.</li> </ul>	<ul style="list-style-type: none"> <li>– I can explain how a plant grows and what it needs to stay healthy.</li> <li>– I can start to understand how plants grow, change, and how we can help protect them.</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>– Compare features of the local environment with those of a contrasting environment.</li> <li>– Draw and label geographical features on a route.</li> <li>– Name Features and navigate right and left turns on a line</li> <li>– Describe changes to trees and woodland plants in summer.</li> <li>– Make observations of differences between natural objects and features from woodland and coastal areas.</li> <li>– Compare traditions observed at the beach in the past and present.</li> <li>– Name physical features of a beach environment using secondary sources.</li> <li>– Describe natural and manmade beach detritus and know the dangers to wildlife from man-made rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>– I can talk about how the place I live is different from other places.</li> <li>– I can draw and label things I see along a route.</li> <li>– I can name different features and know when to turn right or left on a line.</li> <li>– I can talk about how trees and plants change in summer.</li> <li>– I can notice the differences between things I see in the woods and at the beach.</li> <li>– I can talk about how things people do at the beach have changed over time.</li> <li>– I can name the features of a beach using pictures or books.</li> <li>– I can talk about the rubbish on the beach, and I know it can hurt animals.</li> </ul>