

Range 3 (18-24)	Range 4 (24-36)	Range 5 (36-48)
• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot	• Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment
Adult Interactions • Talk with children about their responses to sights, sounds and smells in the environment indoors, in playgrounds, with nature in gardens and parks and discover what they like about playing outdoors. • Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles. • Introduce principles of recycling, planting and care for our resources. • Tell stories about places and journeys.		Environment • Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change. • Provide a collection of sets of items for children to explore how objects can be combined together in heuristic play sessions. • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. • Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places.

Reception

Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment	• Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes	Statutory ELG: 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
Adult Interactions • Use parents' knowledge to extend children's experiences of the world • Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions. • Ensure adults know and use the widest vocabulary that they can, e.g. using the correct name for a plant or geographical feature. • Help children to notice and discuss patterns around them, e.g. tree bark, flower petal or leaf shapes, grates, covers, or bricks. • Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice. • Use appropriate words, e.g. town, village, path, house, flat, cinema, skyscraper, hydrant, cirrus, cumulonimbus, temple and synagogue, to help children make distinctions in their observations. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Encourage the use of words that help children to express opinions, e.g. busy, quiet and pollution. • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. • Pose carefully framed open-ended questions and prompts, such as How can we...? What would happen if...? I wonder....		Environment • Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to observe what involves the children's interest. • Provide opportunities to observe things closely through a variety of means, e.g. magnifiers and photographs, phone apps to listen to and recognise birds. • Explore different habitats outdoors, e.g. scent, colour and shape of flowers attracting bees, making a wormery, planning bird feeding on the ground and higher level. • Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment. • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs, or observing ice outdoors. • Share stories related to pollution, climate change, habitat erosion, etc. • Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up. • Provide stories that help children to make sense of different environments. • Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors. • Make connections with places and spaces locally, such as museums, galleries, open spaces, arts centres, sports centres. Encourage parents to join you on regular outings, which can result in family visits to the same places.