

EYFS Progression Document

EYFS- Rainbows Preschool.		
Autumn Term	Spring Term	Summer Term
Chemistry- Materials: <ul style="list-style-type: none"> To explore melting and freezing. To explore light and dark exploration. 	Biology- Animals and Humans: <ul style="list-style-type: none"> To explore and retell the life cycle of a chick. Biology- Plants: <ul style="list-style-type: none"> To explore and retell the life cycle of a bean. To explore how to look after a plant. Chemistry- Materials: <ul style="list-style-type: none"> To explore what happens to food when it is cooked? For example, marshmallows and chocolate. 	Biology- Plants: <ul style="list-style-type: none"> To explore and retell the life cycle of a sunflower. Chemistry- Materials: <ul style="list-style-type: none"> To explore and create shadows. To explore sinking and floating and identify which materials float and sink.
<p>Continually through weekly/seasonal focuses:</p> <p>Explore the natural world around them- finding different materials such as leaves, bark, shells and sticks and discussing their properties.</p> <p>Biology: Seasonal Change: Understand the effect of changing seasons on the natural world around them.</p> <p>Biology: Living things and Habitats: Explore different habitats as different inspirations are introduced- for example, bees and hedgehogs.</p>		

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EYFS- Reception.		
Autumn 1	Spring 1	Summer 1
<p>Biology- Animals Including Humans:</p> <ul style="list-style-type: none"> • Recognise different body parts and their uses. • Recognise their senses and their uses. • Identifies how they have changed since being a baby- comparing photos. <p>Biology- Plants:</p> <ul style="list-style-type: none"> • To identify how food is grown. • To retell the life cycle of a Pumpkin. • <p>Biology – Seasonal Change:</p> <ul style="list-style-type: none"> • To identify Autumn • To describe weather. 	<p>Chemistry – Materials:</p> <ul style="list-style-type: none"> • To identify between hard and soft. • To explore magnets and how they repel. • To explore melting and freezing. • To identify simple properties of materials • To perform simple test. • To observe closely. <p>Biology – Living Things and Habitats:</p> <ul style="list-style-type: none"> • To name and identify Polar animals. • To identify similarities and differences between habitats- Polar regions. • To name and identify Winter birds. • To retell the life cycle of a Robin. <p>Biology – Seasonal Change:</p> <ul style="list-style-type: none"> • To identify Winter. • To describe weather. 	<p>Chemistry- Materials:</p> <ul style="list-style-type: none"> • To understand the difference between floating and sinking. • To understand how to create shadows. <p>Biology – Seasonal Change:</p> <ul style="list-style-type: none"> • To identify Spring • To describe weather. <p>Biology- Living Things and Habitats:</p> <ul style="list-style-type: none"> • To identify similarities and differences between habitats.
Autumn 2	Spring 2	Summer 2
<p>Chemistry- Materials</p> <ul style="list-style-type: none"> • Identify light and dark. • Identify sources of light- torches, sun. <p>Biology – Living Things and Habitats:</p> <ul style="list-style-type: none"> • To name and identify nocturnal animals. <p>Biology – Seasonal Change</p> <ul style="list-style-type: none"> • To identify Autumn • To describe weather. 	<p>Biology – Plants:</p> <ul style="list-style-type: none"> • To identify different plants • To understand where a plant comes from • To identify what a plant needs to grow. • To retell the life cycle of a daffodil/bean. <p>Biology- Animals Including Humans:</p> <ul style="list-style-type: none"> • To identify spring animals and their young. <p>Biology – Seasonal Change:</p> <ul style="list-style-type: none"> • To identify Spring • To describe weather. 	<p>Biology – Living Things and Habitats</p> <ul style="list-style-type: none"> • To describe ocean and coastal habitats • To identify animals which live in ocean and coastal habitats. • To explore and describe local habitats. • To identify similarities and differences between habitats • To identify animals which live in local habitats. <p>Biology – Animal including Humans (covered through PSHE curriculum):</p> <ul style="list-style-type: none"> • To understand that there are changes in nature and humans. • To identify different stages in childhood and growing up. • To understand that babies are made by a man and a woman. • To understand that animals and humans change in appearance over time. <p>Biology – Seasonal Change:</p> <ul style="list-style-type: none"> • To identify Summer • To describe weather.