

What knowledge will a successful MILE OAK pupil have acquired at the end of Reception?

### **Autumn 1: Here's looking at you**

- Explore how things work – e.g. magnifying glass
- Uses senses to explore natural materials and talk about what they can feel
- Explores how ingredients change when heated e.g. through cooking
- Knows there are 4 seasons throughout the year that repeat in order
- Engages in exploration of the natural world
- Know that there are different natural environments around our school (pond, forest school, living garden)
- Knows that some things are living and others non-living
- Begins to understand our school value of 'respect' applies to the natural environment and all living things

### **Autumn 2: Sparkle and Shine**

- Explore how things work – e.g. torches, pooter, camera
- Explores different materials and notices differences and similarities (properties)
- Explores what happens when things are heated on a fire (at forest school)
- Knows that the seasons affect the change in temperature
- Engages in exploration in the natural world and talks about what they can see, hear and touch
- Know that there are different natural environments in our local area (forest, seaside, Downs, nature reserves)
- Talks about how we can tell plants and animals are living
- Shows respect and care to the natural environment and all living things

### **Spring 1: Show time**

- Explore how things work – e.g. microphones, lights, megaphone
- Starts to informally classify materials
- Explores ice and observes how and why it changes
- Notices that day/ night and the natural world around them change through seasons
- Engages in exploration in the natural world and makes observations about what they can see, hear and touch
- Know that there are different natural environments in the UK (mountains, reservoir, rivers)
- Starts to notice the features of different plants and animals
- Begins to understand human impact on the natural world
- Knows how plant a seed

### Key Vocabulary

- Living and dead
- Seed
- Sense
- Skeleton
- Season
- weather

### **Spring 2: Near and Far**

- Explore how things work – e.g. Google Maps
- Begins understand materials can be used for different purposes
- Investigates how temperature can change materials using their developing knowledge (change of state)
- Knows that plants and animals react to seasons
- Engages in exploration in the natural world, makes observations and describes what they can see, hear and touch using developing vocabulary
- Know that there are different natural environments in our world (deserts, rainforest , plains)
- Begins to draw and label picture of animals and plants
- Begins to informally classify animal based on similarities and differences
- Develops understanding of human impact on the natural world
- Knows how to look after living plants and help them grow

### **Summer 1: Fantasy**

- Shows interest and understanding in how things work by questioning and explaining
- May select materials based on their properties for different purposes
- Through investigation, understands that temperature can change materials ( irreversible - baking / reversible – melting and freezing)
- Talks confidently about the seasons using wide vocabulary
- Engages in exploration in the natural world, makes observations and describes what they can see, hear and touch using wide vocabulary
- Draws and label picture of animals and plants with developing accuracy
- Begins to demonstrate their knowledge of similarities and differences of animals and plants in a range of contexts
- May be able to talk about global environmental issues such as recycling, pollution and deforestation
- Knows that animals and plants change as they grow