

## Environment Progression Grid - Whole School

### Link to Zones of Regulation and online safety

Nursery	Reception	Year 1	Year 2	Year 3/4	Year 4/5	Year 5/6
Minimum learning is highlighted			Minimum vocabulary is in bold			
Environment						
<p>To learn about their immediate <b>environment</b> through observation, discussion and stories.</p>	<p>To explore the <b>differences and similarities</b> between their own and a contrasting environment.</p>	<p>To learn about what improves and harms their <b>local, natural and built environments</b> and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>To learn about what improves and <b>harms</b> their local, natural and built environments and develop strategies and skills needed to care for these (including <b>conserving energy</b>)</p>	<p>To learn that they have different kinds of responsibilities, rights and <b>duties</b> at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these <b>responsibilities</b>.</p>	<p>To learn that resources can be allocated in different ways and that these <b>economic choices</b> affect individuals, communities and the <b>sustainability</b> of the environment across the world</p>	<p>To learn how they can be a responsible <b>global citizen</b>. To learn the importance of <b>bio-diversity</b> to continue to develop the skills to exercise these responsibilities</p>

Planning taken from School B example

Wee numbers may change depending upon number of weeks in a term