

| Development Matters | Year A - Autumn Term 1 What have we learnt from the past? How do we know what life was like long ago? | Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised. |
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| <p>Understanding the World</p> <p><u>3-4 years</u></p> <ul style="list-style-type: none"> * Begin to make sense of their own life-story and family's history * Show interest in different occupations * Explore how things work * Talk about what they see, using a wide vocabulary * Continue developing positive attitudes about the differences between people <p><u>Reception</u></p> <ul style="list-style-type: none"> * Talk about members of their immediate family and community * Name and describe people who are familiar to them | <p>Week 1: What is a Castle?</p> <ul style="list-style-type: none"> • LO: To understand what a castle is • Overview: Children explore images, videos, and small world models of castles. They discuss what they notice (towers, walls, size) and compare castles to their own homes. • Knowledge: Castles were strong buildings in the past used for protection • Vocabulary: castle, past • Skills: observing images, discussing <p>Week 2: Kings and Queens</p> <ul style="list-style-type: none"> • LO: To know that kings and queens ruled in the past and that we have a king today. • Overview: Children learn about kings and queens through stories and images. They explore what kings and queens did in the past and are introduced to King Charles III. Children compare a king from the past (linked to castles) with the king today. • Knowledge: Kings and queens are important leaders. In the past, kings and queens lived in castles. Today, we have a real king (King Charles III) • Vocabulary: king, queen. • Skills: comparing, talking about what they see, | <p>Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered:</p> <p>Castle - A big strong building where people lived a long time ago</p> <p>King - A man who is in charge of a country</p> <p>Queen - A woman who is in charge of a country</p> <p>Knight - A soldier from the past who protected people</p> <p>Past - Things that have already happened.</p> <p>Present - What is happening now</p> <p>Old - Something from a long time ago</p> <p>New - Something from now or recently made</p> <p>Same - When things are alike</p> <p>Different - When things are not the same</p> <p>Brave - When you try something even if you feel a bit scared</p> |

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| <p>* Comment on images of familiar situations in the past</p> <p>* Compare and contrast characters from stories, including figures from the past</p> <p>* Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>ELG - past & present</u></p> <p>* Talk about the lives of the people around them and their roles in society.</p> <p>* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Week 3: Knights</p> <ul style="list-style-type: none"> • LO: To understand knights and their role. • Overview: Children explore what knights wore and did using pictures and videos.. They handle or look at examples of armour and discuss why it was needed. • Knowledge: Knights wore armour and protected people • Vocabulary: knight, armour, shield, sword • Skills: describing <p>Week 4: St George</p> <ul style="list-style-type: none"> • LO: To listen to and retell a story • Overview: Children listen to and retell the story of St George and the dragon. They sequence the story using pictures and act it out through role play and small world play. • Knowledge: St George is a legend about bravery • Vocabulary: dragon, brave, legend • Skills: sequencing, storytelling <p>Week 5: King Arthur</p> <ul style="list-style-type: none"> • LO: To know stories from the past • Overview: Children are introduced to King Arthur and the idea of legends. They listen to the story. They sequence the story using pictures and act it out through role play and small world play. • Knowledge: King Arthur is a legendary king • Vocabulary: Arthur, legend • Skills: listening, imagination | <p>Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised:</p> <p>Armour - Hard metal clothes knights wore to keep safe</p> <p>Shield - Something you hold to protect your body</p> <p>Sword - A long sharp weapon used in the past</p> <p>Dragon - A make-believe animal that can fly and breathe fire</p> <p>Legend - An old story that may not be true but is told again and again</p> <p>St George - A man in a story who fought a dragon</p> <p>King Arthur - A king from a famous old story</p> |
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Week 6: Past and Present

- LO: To compare past and present
- Overview: Children compare castles, clothing, and people from the past with today. They sort pictures (old/new), discuss differences, and revisit key learning through play and discussion.
- Knowledge: Things change over time
- Vocabulary: past, present, old, new
- Skills: sorting, comparing

End Point

- Talk about castles, kings, queens, knights, and dragons using simple historical vocabulary
- Explain that castles, knights, and some stories are from the past, while we live in the present
- Recognise and describe simple differences between life in the past and life today (e.g. castles vs homes, armour vs modern clothing)
- Retell parts of familiar stories such as St George and the Dragon and King Arthur, using pictures or actions
- Take part in role play (castles, knights, royalty) showing an understanding that these roles are linked to the past
- Begin to use time language such as past, present, old, new in talk and play
- Show curiosity about historical stories and ask simple "what was it like?" questions about the past

End Point Activity: Past and Present Learning Book

Overview - Children create a simple class book or individual booklet showing what they have learned about castles and life in the past. This is supported with discussion, sorting, and storytelling.

Progression

- Nursery: Explore castles, characters and stories; begin to talk about things from the past
- Reception: Describe features of the past and compare past and present (e.g. castles vs homes)

| Development Matters | Autumn 2 Where in the World? How is life different in other parts of the world? | Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised. |
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| <p>Understanding the World</p> <p><u>3-4 Years</u></p> <p>* Use all their senses in hands-on exploration of natural materials</p> <p>* Explore collections of materials with similar and/or different properties</p> <p>* Talk about what they see, using a wide vocabulary</p> <p>* Begin to make sense of their physical world and community</p> <p>* Know that there are different countries in the world and talk about differences they have experienced or seen in photos</p> | <p>Week 1: What is Africa?</p> <ul style="list-style-type: none"> • LO: To know Africa is a continent in the world • Overview: Children explore a globe and simple world map to locate Africa. They use atlases, globes, and floor maps to point out where Africa is compared to the UK. They look at photographs of African landscapes and discuss what they can see. • Knowledge: Africa is a large place made up of many countries • Vocabulary: Africa, continent, world, map, globe • Skills: Using maps, pointing, talking about places <p>Week 2: Savanna Habitat</p> <ul style="list-style-type: none"> • LO: To explore an African savanna. • Overview: Children investigate the savanna environment using images and video clips. They sort animals that live in the savanna and discuss what the environment is like (hot, grassy, dry). • Knowledge: Savannas are hot grassy areas with animals • Vocabulary: savanna, lion, elephant, grassland, hot • Skills: Sorting animals, describing images <p>Week 3: Rainforest Habitat</p> <ul style="list-style-type: none"> • LO: To explore an African rainforest. • Overview: Children explore rainforest environments using sensory resources (leaves, sounds of rainforest, images). They identify key features such as tall trees, rain, and dense vegetation. • Knowledge: Rainforests are wet and full of trees • Vocabulary: rainforest, jungle, monkey, tree, wet • Skills: Observing, describing | <p>Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered:</p> <p>Africa - A very large place in the world with many countries.</p> <p>Map - A picture that shows places.</p> <p>Habitat - A place where animals live.</p> <p>Savanna - A hot grassy place where animals like lions live.</p> <p>Rainforest - A warm, wet place full of trees and animals.</p> <p>Desert - A very hot, dry place with sand.</p> <p>Hot - Very warm temperature.</p> <p>Cold - Very low temperature.</p> <p>Compare - To look at how things are the same or different.</p> |

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| <p><u>Reception</u></p> <ul style="list-style-type: none"> * Draw information from a simple map * Recognise some similarities and differences between life in this country and life in other countries * Explore the natural world around them * Describe what they see, hear and feel whilst outside * Recognise some environments that are different to the one in which they live <p><u>ELG</u> <u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing | <p>Week 4: Desert Habitat</p> <ul style="list-style-type: none"> • LO: To explore an African desert. • Overview: Children explore desert environments using sand trays and visual stimuli. They compare textures (sand, rocks) and discuss weather (hot, dry). They create simple desert scenes using sand, animals, and loose parts. What animals live in the African desert? • Knowledge: Deserts are hot, dry, and sandy • Vocabulary: desert, sand, camel, dry, hot • Skills: Comparing environments <p>Week 5: Africa vs UK</p> <ul style="list-style-type: none"> • LO: To compare different countries • Overview: Children use images, maps, and sorting activities to compare the UK and Africa. They sort pictures into "UK" and "Africa" categories based on environment, animals, and climate. They discuss how places in the world can look different. • Knowledge: Places around the world are different • Vocabulary: compare, same, different, UK, Africa • Skills: Sorting and discussion <p>Week 6: Where Do Animals Live?</p> <ul style="list-style-type: none"> • LO: To recall learning about habitats • Overview: Children revisit all habitats using a large floor map of the world. They place animals onto correct habitats and describe where animals live and what those places are like. • Knowledge: Animals live in places suited to them • Vocabulary: recap vocabulary • Skills: Recall and discussion | <p>Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised:</p> <p>Continent - A large area of land with many countries Globe - A model of the Earth Climate - The usual weather in a place</p> |
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on knowledge from stories, non-fiction texts and (when appropriate) maps

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.

End Point

- Locate Africa on a simple world map or globe
- Understand that the world is made up of different places called continents
- Name and describe key habitats (savanna, rainforest, desert)
- Talk about basic features of these environments (hot, dry, wet, grassy, lots of trees)
- Name some animals that live in each habitat and match them to the correct environment
- Compare the UK and Africa using simple geographical language (hot/cold, dry/wet, animals, environment)
- Use simple map skills such as pointing, matching, and placing images onto a world map
- Show curiosity about different places in the world and how environments can be different

End Point Activity: Our World Habitat Map

Overview - Children create and use a large class world map to show what they know about Africa, habitats, and animals. This is a structured, hands-on task with discussion built in.

Progression

- Nursery: Explore different places and animals; talk about what they see
- Reception: Describe habitats, compare environments, and use simple map skills

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| Development Matters | Spring 1 Why do we remember people? Who helps us and why? | Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised. |
| Understanding the World <u>3-4 years</u> * Begin to make sense of their own life-story and family's history * Show interest in different occupations * Continue developing positive attitudes about the differences between people * Talk about what they see, using a wide vocabulary <u>Reception</u> * Talk about members of their immediate family and community * Name and describe people who are familiar to them * Comment on images of familiar situations in the past | Week 1: Police <ul style="list-style-type: none"> • LO: To understand how police help us • Overview: Children explore the role of the police through images, discussion, and real-life links. They talk about how police help keep people safe and link this to their own experiences. • Knowledge: Police help keep people safe • Vocabulary: police, help, safety • Skills: speaking, observing, describing Week 2: Firefighters & the Great Fire of London <ul style="list-style-type: none"> • LO: To understand how firefighting has changed over time • Overview: Children learn about firefighters today and explore the story of the Great Fire of London through pictures and sequencing. They compare how fires were put out in the past and how they are dealt with now. • Knowledge: Firefighters help people and their role has changed over time • Vocabulary: firefighter, fire, past, present • Skills: sequencing, comparing, speaking Week 3: Nurses & Florence Nightingale <ul style="list-style-type: none"> • LO: To know why Florence Nightingale is remembered • Overview: Children learn about the role of a nurse today and then explore Florence Nightingale's story. They look at how hospitals were different in the past and what she changed. • Knowledge: Florence Nightingale helped improve hospitals • Vocabulary: nurse, hospital, care, past • Skills: listening, speaking, comparing | Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered: Police - People who help keep us safe Firefighter - Someone who puts out fires and helps people Nurse - A person who looks after people who are ill Dentist - A person who helps keep our teeth healthy Vet - A person who helps animals when they are ill Doctor - A person who helps you when you are poorly Past - Things that have already happened. Present - What is happening now |

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| <p>* Compare and contrast characters from stories, including figures from the past</p> <p>* Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>ELG</u></p> <p><u>Past and present</u></p> <p>* Talk about the lives of the people around them and their roles in society.</p> <p>* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Week 4: Dentists</p> <ul style="list-style-type: none"> • LO: To understand how dentists help us • Overview: Children learn about dentists and how to look after their teeth. They explore simple differences between the past and present (e.g. no toothbrushes long ago) and discuss why keeping teeth clean is important. • Knowledge: Dentists help keep our teeth healthy • Vocabulary: dentist, teeth, clean, healthy • Skills: speaking, sorting, explaining <p>Week 5: Vets</p> <ul style="list-style-type: none"> • LO: To understand how vets help animals • Overview: Children learn about vets and how they care for animals. They discuss pets and how animals need care, linking to how people help others. • Knowledge: Vets help animals stay healthy • Vocabulary: vet, animal, care • Skills: speaking, describing, comparing <p>Week 6: Why Do We Remember People?</p> <ul style="list-style-type: none"> • LO: To explain why people are remembered • Overview: Children revisit key people and events (police, firefighters, Florence Nightingale). They sort who helps us now and who helped in the past and discuss why these people are important. Adults support children to explain their ideas. • Knowledge: We remember people who helped others or made things better • Vocabulary: past, present, help, change, remember, important • Skills: speaking, explaining, recalling, comparing | <p>Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised:</p> <p>Hospital - A place where people go to get better</p> <p>Emergency - When something serious happens and help is needed quickly</p> <p>Help - To make things better for someone</p> <p>Fire engine - A big vehicle firefighters use</p> <p>History - Learning about things that happened in the past</p> <p>Old - From a long time ago</p> <p>New - From now or recently made</p> <p>Important - Something special that matters</p> <p>Change - When something becomes different</p> <p>Remember - To think about something that happened before</p> <p>Florence Nightingale - A nurse from the past who helped people get better</p> <p>Great Fire of London - A big fire that happened a long time ago</p> |
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End point

- Talk about people who help us today (e.g. police, firefighters, nurses, dentists, vets) and explain what they do
- Recognise that some people helped in the past (e.g. Florence Nightingale)
- Retell simple parts of past events such as the *Great Fire of London*
- Explain simple differences between the past and present (e.g. how firefighters or hospitals have changed)
- Use key vocabulary such as past, present, old, new, change, help, remember in their talk
- Begin to understand that we remember people because they helped others or made things better
- Answer the enquiry question:
"Why do we remember people?" with simple explanations

End Point Activity: People Who Help Us - Now and Then Booklet

Overview - Children create a simple booklet or recorded learning sheet showing:

- people who help us now
- people from the past
- and why we remember them

Progression

- Nursery: Explore people who help us; begin to talk about past and present
- Reception: Explain how people help us now and in the past and why they are remembered

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| <p>Development Matters</p> | <p>Spring 2</p> <p>Where on Earth?</p> <p>How does the earth change through the year?</p> | <p>Key vocabulary</p> <p>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.</p> |
| <p>Understanding the World</p> <p><u>3-4 years</u></p> <p>* Use all their senses in hands-on exploration of natural materials</p> <p>* Explore collections of materials with similar and/or different properties</p> <p>* Talk about what they see, using a wide vocabulary</p> <p>* Begin to understand the need to respect and care for the natural environment and all living things</p> <p><u>Reception</u></p> <p>* Explore the natural world around them</p> <p>* Describe what they see, hear and feel whilst outside</p> | <p>Week 1: Seasons</p> <ul style="list-style-type: none"> • LO: To name the four seasons • Overview: Children are introduced to the four seasons through pictures, stories, and discussion. They sort images into seasons and begin to recognise that the year is made up of different times. They may create a simple seasonal wheel. • Knowledge: Four seasons in a year • Vocabulary: spring, summer • Skills: sorting <p>Week 2: Autumn/Winter</p> <ul style="list-style-type: none"> • LO: To describe cold seasons • Overview: Children explore autumn and winter through outdoor learning, sensory activities, and images. They look at leaves, weather changes, and discuss what happens in these seasons. They may go on a seasonal walk. • Knowledge: Weather changes • Vocabulary: cold, windy • Skills: observing <p>Week 3: Spring/Summer</p> <ul style="list-style-type: none"> • LO: To describe warm seasons • Overview: Children explore spring and summer through images, outdoor observation, and discussion. They look for signs such as flowers growing and warmer weather. They compare these seasons with autumn and winter. • Knowledge: Weather is warmer • Vocabulary: warm, sun • Skills: outdoor learning | <p>Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered:</p> <p>Season - A time of the year when the weather changes</p> <p>Weather - What it is like outside (sunny, rainy, windy)</p> <p>Spring - When it starts to get warmer and flowers grow</p> <p>Summer - The warmest time of the year with lots of sunshine</p> <p>Autumn - When leaves fall and it gets colder</p> <p>Winter - The coldest time of the year, sometimes with snow</p> <p>Hot - Very warm</p> <p>Cold - Not warm, you might feel chilly</p> <p>Change - When something becomes different</p> |

* Recognise some environments that are different to the one in which they live
* Understand the effect of changing seasons on the natural world around them

ELG

The Natural World

* Explore the natural world around them
* Describe what they see, hear and feel
* Know some similarities and differences between the natural world around them and contrasting environments
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Week 4: Weather

- LO: To identify weather types
- Overview: Children explore different types of weather (sun, rain, wind, snow) through observation, discussion, and simple experiments (e.g. feeling wind, watching rain). They may create a class weather chart.
- Knowledge: Rain, sun, wind
- Vocabulary: weather
- Skills: recording

Week 5: Clothing

- LO: To match clothes to weather
- Overview: Children explore how clothing changes depending on the weather. They sort clothes, dress dolls, and discuss what they would wear in different seasons.
- Knowledge: Clothes protect us
- Vocabulary: coat, hat
- Skills: sorting

Week 6: How Does the World Change Through the Year?

- LO: To explain how the world changes across the seasons
- Overview: Children sequence the four seasons and sort images (weather, clothing, activities) into the correct season. They talk about what happens in each season and explain how the world changes across the year.
- Knowledge: The world changes across the year and seasons affect weather and daily life
- Vocabulary: season, weather, spring, summer, autumn, winter, hot, cold, change
- Skills: sequencing, sorting, explaining, speaking

Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised:

Sunny - When the sun is shining

Rainy - When rain falls from the sky

Windy - When you can feel the wind blowing

Snowy - When snow falls from the sky

Cloudy - When the sky is full of clouds

Warm - A little bit hot

Leaf - The green or brown part that grows on trees

Flower - The colourful part of a plant

Tree - A tall plant with a trunk and branches

Frost - A thin layer of ice on the ground when it is very cold

Coat - A warm jacket for cold weather

Hat - Something you wear on your head

Scarf - Something you wear around your neck to keep warm

Boots - Strong shoes for wet or cold weather

Same - When things are alike

Different - When things are not the same

End point

- Name the four seasons (spring, summer, autumn, winter)
- Describe simple weather types (sunny, rainy, windy, snowy)
- Talk about how the environment changes across the seasons (e.g. leaves falling, flowers growing)
- Explain how weather affects what we wear and what we do
- Compare seasons using simple language (e.g. *hot/cold, same/different*)
- Use key vocabulary such as *season, weather, hot, cold, change* in their talk and play
- Make simple observations about the natural world (e.g. what they can see outside)
- Begin to answer the enquiry question:
"How does the world change through the year?"

End Point Activity: Seasons Through the Year Booklet

Overview - Children create a simple seasons booklet or fold-out sheet showing the four seasons. They sort, match, and explain what happens in each season, supported by adult questioning.

Progression

- Nursery: Explore weather and seasonal changes through observation
- Reception: Describe and explain how the world changes across the seasons

| Development Matters | Summer Term 1 What's at the bottom of the garden? What do living things need to grow and survive? | Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised. |
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| <p>Understanding the World</p> <p><u>3-4 years</u></p> <p>* Use all their senses in hands-on exploration of natural materials</p> <p>* Explore collections of materials with similar and/or different properties</p> <p>* Talk about what they see, using a wide vocabulary</p> <p>* Understand the key features of the life cycle of a plant and an animal.</p> <p>* Begin to understand the need to respect and care for the natural environment and all living things</p> | <p>Week 1: Living and Non-Living</p> <ul style="list-style-type: none"> • LO: To identify living and non-living things • Overview: Children explore objects and images and sort them into living and non-living. They focus on the idea that living things grow and change, linking to plants and people. • Knowledge: Living things grow and change; non-living things do not • Vocabulary: living, non-living, grow • Skills: sorting, observing, discussing <p>Week 2: Planting Seeds</p> <ul style="list-style-type: none"> • LO: To understand that plants grow from seeds • Overview: Children plant sunflower seeds and talk about what might happen next. They begin to observe changes over time and revisit their plants regularly. • Knowledge: Plants grow from seeds • Vocabulary: seed, plant, grow • Skills: planting, observing, predicting <p>Week 3: What Do Plants Need to Grow?</p> <ul style="list-style-type: none"> • LO: To understand what plants need to grow • Overview: Children explore what plants need (water, sunlight, soil). They discuss what might happen if a plant does not get these things. • Knowledge: Plants need water, sunlight and soil to grow • Vocabulary: water, sunlight, soil • Skills: explaining, observing, discussing | <p>Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered:</p> <p>Plant - A living thing that grows in the ground</p> <p>Seed - A small part that grows into a new plant</p> <p>Grow - To get bigger and change</p> <p>Water - What plants need to help them grow</p> <p>Sunlight - Light from the sun that helps plants grow</p> <p>Soil - The ground that plants grow in</p> <p>Root - The part under the ground that takes in water</p> <p>Stem - The part that holds the plant up</p> <p>Leaf / Leaves - The green part that grows on the plant</p> <p>Flower - The colourful part of a plant</p> <p>Change - When something becomes different</p> |

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| <p><u>Reception</u> * Explore the natural world around them * Describe what they see, hear and feel whilst outside * Understand the effect of changing seasons on the natural world around them. * Recognise some environments that are different to the one in which they live.</p> <p><u>ELG</u> <u>The natural world</u> * 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.</p> | <p>Week 4: Parts of a Plant</p> <ul style="list-style-type: none"> • LO: To identify the parts of a plant • Overview: Children explore real plants and label the main parts: root, stem, leaves, and flower. They talk about what each part looks like. • Knowledge: Plants have different parts (root, stem, leaves, flower) • Vocabulary: root, stem, leaves, flower • Skills: identifying, labelling, observing <p>Week 5: Life Cycle of a Sunflower</p> <ul style="list-style-type: none"> • LO: To understand the life cycle of a plant • Overview: Children learn about the stages of a sunflower's life cycle (seed → plant → flower). They sequence pictures and link learning to their own plants. • Knowledge: Plants grow and change in stages • Vocabulary: life cycle, seed, grow, change • Skills: sequencing, observing, explaining <p>Week 6: How Do Plants Grow and Change?</p> <ul style="list-style-type: none"> • LO: To explain how plants grow and change • Overview: Children revisit their planted seeds and sequence the life cycle. They talk about what plants need and describe the changes they have observed over time. • Knowledge: Plants grow and change over time and need water, sunlight and soil • Vocabulary: plant, grow, change, water, sunlight • Skills: sequencing, explaining, observing, speaking | <p>Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised:</p> <p>Living - Something that grows and needs water and food Non-living - Something that does not grow Life cycle - The stages a living thing goes through as it grows Alive - Something that grows and needs food and water</p> |
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* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

End Point

- Identify that plants are living things that grow and change
- Understand that plants grow from seeds
- Explain what plants need to grow (water, sunlight, soil)
- Name and identify the main parts of a plant (root, stem, leaves, flower)
- Describe the basic life cycle of a plant (seed → plant → flower)
- Talk about the changes they have observed in their own planted seeds over time
- Use key vocabulary such as plant, seed, grow, water, sunlight, change in their talk
- Begin to answer the enquiry question:
"What do living things need to grow and survive?"

End Point Activity: How Plants Grow Learning Booklet

Overview - Children complete a booklet to show how plants grow and change. They sequence the life cycle, label parts of a plant, match what plants need, and talk about the changes they have observed in their own plants.

Progression

- Nursery: Explore planting and notice that plants grow
- Reception: Describe how plants grow and explain what they need to survive

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| Development Matters | <p>Summer Term 2</p> <p>What's at the bottom of the garden?</p> <p>Why do living things change as they grow?</p> | <p>Key Vocabulary</p> <p>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.</p> |
| <p>Understanding the World</p> <p><u>3-4 years</u></p> <p>* Use all their senses in hands-on exploration of natural materials</p> <p>* Explore collections of materials with similar and/or different properties</p> <p>* Talk about what they see, using a wide vocabulary</p> <p>* Understand the key features of the life cycle of a plant and an animal (early foundations)</p> <p>* Begin to understand the need to respect and care for the natural environment and all living things</p> | <p>Week 1: Minibeast Hunt</p> <ul style="list-style-type: none"> • LO: To identify minibeasts in the environment • Overview: Children explore the outdoor area on a minibeast hunt. They look under logs, leaves and stones, using magnifying glasses to observe what they find and talk about where minibeasts live. • Knowledge: Minibeasts are small living things that live in our environment • Vocabulary: minibeast, insect, bug • Skills: observing, exploring, describing <p>Week 2: Minibeasts are Living Things</p> <ul style="list-style-type: none"> • LO: To understand that minibeasts are living things • Overview: Children sort living and non-living things and focus on minibeasts. They discuss how to care for living things and why we must handle minibeasts carefully. • Knowledge: Minibeasts are living things and need to be cared for • Vocabulary: living, non-living, alive, care • Skills: sorting, discussing, explaining <p>Week 3: Minibeasts and Their Habitats</p> <ul style="list-style-type: none"> • LO: To understand where minibeasts live • Overview: Children explore different habitats (soil, leaves, logs) and match minibeasts to where they live. They talk about why these places are suitable. • Knowledge: Minibeasts live in habitats that suit their needs • Vocabulary: habitat, home • Skills: matching, observing, explaining | <p>Essential / Core Vocabulary (Must Know) - explicitly taught, revisited, and expected to be remembered:</p> <p>Minibeast - A small animal like a bug or insect</p> <p>Caterpillar - A small creature that turns into a butterfly</p> <p>Butterfly - An insect with wings that flies</p> <p>Habitat - A place where an animal lives</p> <p>Grow - To get bigger and change</p> <p>Change - When something becomes different</p> <p>Life cycle - The stages a living thing goes through as it grows</p> |

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| <p><u>Reception</u> * Explore the natural world around them * Describe what they see, hear and feel whilst outside * Recognise some environments that are different to the one in which they live * Understand some important processes and changes in the natural world.</p> <p><u>ELG</u> <u>The Natural World</u> * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between living things and environments. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Week 4: Observing Caterpillars</p> <ul style="list-style-type: none"> • LO: To observe how caterpillars change over time • Overview: Children observe real caterpillars in the classroom and talk about changes they can see (size, movement). They compare observations over time. • Knowledge: Living things grow and change over time • Vocabulary: caterpillar, grow, change • Skills: observing, comparing, describing <p>Week 5: Life Cycle of a Butterfly</p> <ul style="list-style-type: none"> • LO: To understand the life cycle of a butterfly • Overview: Children learn about the butterfly life cycle (egg → caterpillar → chrysalis → butterfly). They sequence the stages and link this to what they have observed. • Knowledge: Living things have life cycles • Vocabulary: life cycle, chrysalis, butterfly • Skills: sequencing, explaining, recalling <p>Week 6: How Do Minibeasts Grow and Change?</p> <ul style="list-style-type: none"> • LO: To explain how minibeasts grow and change • Overview: Children sequence the butterfly life cycle, match minibeasts to habitats, and talk about the changes they observed in caterpillars. Adults support children to explain their ideas using key vocabulary. • Knowledge: Minibeasts grow and change over time and live in suitable habitats • Vocabulary: minibeast, life cycle, habitat, grow, change • Skills: sequencing, matching, explaining, speaking | <p>Wider Vocabulary (Exposure / Challenge) - introduced through discussion; not expected to be memorised:</p> <p>Insect - A small animal with six legs Bug - Another word for a small insect Living - Something that grows and needs food and water Non-living - Something that does not grow Alive - Something that grows and needs food and water Chrysalis - A hard case where a caterpillar changes into a butterfly Egg - The first stage of some animals' lives</p> |
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End point

- Identify and name common minibeasts (e.g. caterpillar, butterfly, worm, snail)
- Understand that living things grow and change over time
- Describe the basic life cycle of a butterfly (egg → caterpillar → chrysalis → butterfly)
- Talk about where minibeasts live (habitats)
- Make simple observations of living things and describe what they can see
- Use key vocabulary such as minibeast, life cycle, grow, change, habitat in their talk
- Begin to answer the enquiry question:
"Why do living things change as they grow?"

End Point Activity: Minibeasts and Life Cycles Booklet

Overview - Children complete a booklet to show what they know about minibeasts. They identify minibeasts, sequence the butterfly life cycle, match minibeasts to their habitats, and draw what they observed happening to their caterpillars. Children talk about their learning and explain how living things grow and change.

Progression

- Nursery: Explore minibeasts and notice changes in living things
- Reception: Describe life cycles and explain how living things grow and change