EYFS

Understanding the World

Year B

'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.' Deuteronomy 32:7

'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.' Genesis 1

"It is the glory of God to conceal things, but the glory of kings is to search things out."— Proverbs 25:2

Development Matters	Year A – Autumn Term 1 Who am I and where am I from? What makes me who I am?	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. * Continue developing positive attitudes about the differences between people. * Explore how things work. * 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 – Who Am I?** • LO: To talk about myself and what makes me special. • Overview: Children explore what makes them unique by looking in mirrors, creating self-portraits and talking about themselves. They discuss their name, age, physical features and things they enjoy doing. Adults model that everyone is different and special. • Knowledge: Every person is unique. We all have things that make us special. • Vocabulary: me, myself, name, unique, same, different, special • Skills: Speaking, Listening, Observing, Describing **Week 2 – My Family and Where I Live** • LO: To know that families and homes are all different. • Overview: Children share family photographs and talk about the people who are important to them. They explore different family groups and discuss that every family is unique. Children then explore different types of homes in the local area and around the world, comparing houses, bungalows, flats, caravans, igloos and stilt houses. They begin to understand that people live in different homes depending on where they live. • Knowledge: Families are all different and everyone has a family history. People live in different homes around the world. • Vocabulary: family, home, house, bungalow, flat, caravan, igloo, stilt house, past, present • Skills: Speaking, Listening, Comparing, Observing, Sorting	Essential / Core Vocabulary (Must Know) – explicitly taught, revisited, and expected to be remembered: **Family** – The people who love and care for you. **Home** – The place where you live. **House** – A building where people live. **Body** – All the parts that make you. **Head** – The top part of your body where your brain is. **Arms** – The parts of your body you use to lift, carry and hold things. **Legs** – The parts of your body you use to walk, run and jump. **Senses** – The five ways our body helps us learn about the world. **Healthy** – Looking after your body so it can grow strong and stay well. **Exercise** – Moving your body to help keep it healthy and strong. **Teeth** – Hard white parts in your mouth that help you bite and chew food. **Dentist** – A person who helps keep our teeth healthy.

* Draw information from a simple map. * Recognise some similarities and differences between life in this country and life in other countries. <u>ELG – People, Culture and Communities</u> * 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 on	**Week 3 – My Amazing Body** • LO: To identify the main parts of my body and describe what they do. • Overview: Children identify and name the main parts of the body through songs, games, mirrors and body outlines. They discuss how different body parts help us and are introduced to the idea that our skeleton supports our body and helps us move. • Knowledge: Our bodies have different parts and each part has an important job. • Vocabulary: head, body, arms, hands, legs, feet, skeleton • Skills: Identifying, Naming, Observing, Speaking **Week 4 – My Five Senses** • LO: To investigate how we use our five senses. • Overview: Children investigate the five senses through practical activities including smelling pots, tasting fruit, feely bags, listening walks and observing objects with magnifying glasses. They identify which body part is used for each sense and discuss how our senses help us learn about the world. • Knowledge: We use our five senses to find out about the world around us. • Vocabulary: sight, hearing, smell, taste, touch, senses • Skills: Investigating, Observing, Comparing, Describing **Week 5 – Keeping My Body Healthy** • LO: To understand how to keep my body healthy. • Overview: Children explore how healthy eating, drinking water, exercise, sleep and good hygiene help keep our bodies healthy. They sort healthy and less healthy foods, discuss different ways to exercise and learn that our bodies need rest to grow. Children begin to understand that looking after our bodies helps us stay healthy. • Knowledge: Healthy food, water, exercise, sleep and good hygiene help our bodies grow and stay healthy. • Vocabulary: healthy, exercise, water, sleep, hygiene • Skills: Sorting, Explaining, Discussing, Making healthy choices	Wider Vocabulary (Exposure / Challenge) – introduced through discussion; not expected to be memorised: **Relative** – A member of your family, such as an aunt, uncle or cousin. **Grandparent** – The parent of your mum or dad. **Detached house** – A house that stands on its own and is not joined to another house. **Semi-detached house** – A house joined to one other house. **Terraced house** – One of a row of houses joined together. **Bungalow** – A house with all the rooms on one floor. **Flat** – A home that is part of a larger building. **Caravan** – A home on wheels that can be moved from place to place. **Igloo** – A home made from blocks of snow and ice. **Stilt house** – A house built on tall wooden posts above the ground or water. **Apartment** – Another word for a flat. **Skeleton** – The bones inside your body that support you and help you move. **Muscles** – The parts of your body that help you move. **Nutrition** – The food our bodies need to grow, stay healthy and have energy. **Balanced diet** – Eating a variety of healthy foods to keep your body strong. **Sleep** – Time when your body rests and grows. **Water** – A drink our bodies need to stay healthy. **Toothbrush** – A brush used to clean your teeth. **Toothpaste** – A special paste used with a toothbrush to help keep teeth clean.

knowledge from stories, non-fiction texts and maps. <u>ELG – Past and Present</u> * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	**Week 6 – Looking After My Teeth** • LO: To know how to keep my teeth healthy. • Overview: Children learn why teeth are important and how to care for them. They practise brushing techniques using large model teeth and discuss foods and drinks that help or harm their teeth. They learn about visiting the dentist and how brushing twice a day helps keep teeth healthy. • Knowledge: Brushing our teeth, eating healthy foods and visiting the dentist help keep our teeth healthy. • Vocabulary: teeth, toothbrush, toothpaste, dentist, clean • Skills: Explaining, Demonstrating, Discussing **End Point** By the end of this topic, children will be able to: • Talk about themselves and explain what makes them unique. • Talk about the people in their family and recognise that all families are different. • Identify different types of homes and recognise that people live in different homes around the world. • Name the main parts of the body and explain that they have different jobs. • Explain how we use our five senses to learn about the world. • Describe ways to keep their body healthy, including healthy eating, drinking water, exercise, sleep and good hygiene. • Explain how to care for their teeth. • Use key vocabulary including family, home, body, senses, healthy and teeth appropriately during play and discussion. • Begin to answer the enquiry question: "What makes me who I am?"	**Hygiene** – Keeping yourself clean to help prevent illness and stay healthy. **Unique** – Something that is special because it is different from everyone or everything else.

	End Point Activity: My Amazing Me Learning Book Overview – Children create a simple booklet to show what they have learned about themselves. They include information about their family, home, body, five senses, healthy choices and how to care for their teeth. Children use the booklet to talk about what makes them unique and explain their learning using the key vocabulary from the topic. **Progression** **Nursery** • Talk about themselves and members of their family. • Recognise their own home. • Begin to understand that people live in different homes. • Name some body parts. • Explore their senses through play. • Begin to understand that healthy food, exercise and brushing teeth help keep them healthy. **Reception** • Describe themselves and explain what makes them unique. • Describe their family and recognise that families are different. • Compare different types of homes, including homes from around the world. • Name and explain the function of basic body parts. • Explain how the five senses help us learn about the world. • Describe ways to keep healthy through diet, exercise, sleep, hygiene and oral hygiene. • Use topic vocabulary confidently in conversation.	

Retrieval Questions for Quiz Basket

1. What makes you unique?
   Everyone is different and special.
2. Who is in your family?
   The people who love and care for you.
3. What is a home?
   The place where you live.
4. Can everyone live in the same type of home?
   No.
5. Name one type of home.
   House, bungalow, flat, caravan, igloo or stilt house.
6. What are the main parts of your body?
   Head, body, arms and legs.
7. How many senses do we have?
   Five.
8. Can you name one of your senses?
   Sight, hearing, smell, taste or touch.
9. What helps keep our bodies healthy?
   Healthy food, water, exercise and sleep.
10. Why do we brush our teeth?
    To keep them clean and healthy.
11. Who helps look after our teeth?
    A dentist.
12. Why is it important to keep ourselves clean?
    It helps keep us healthy and stops us from getting ill.

Development Matters	Autumn 2 What happened before I was born? How has life changed since before I was born?	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. * Talk about what they see, using a wide vocabulary. * Continue developing positive attitudes about the differences between people. * Explore how things work. <u>Reception</u> * Talk about members of their immediate family and community. * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past. * Understand the past through settings, characters and events encountered in books	**Week 1 – Guy Fawkes and Bonfire Night** • LO: To know why and how people celebrate Bonfire Night. • Overview: Children listen to an age-appropriate account of Guy Fawkes and learn that Bonfire Night remembers an event from long ago. They explore photographs of fireworks, bonfires and sparklers, discuss celebrations they have experienced and sort pictures of ways people celebrate. • Knowledge: Bonfire Night remembers an event from the past. People celebrate it in different ways. • Vocabulary: Guy Fawkes, bonfire, firework, celebration, past. • Skills: Listening, sequencing, observing, discussing. **Week 2 – Remembrance** • LO: To know why people wear poppies. • Overview: Children explore poppies, photographs and a simple story about Remembrance. They learn that poppies help people remember those affected by wars, including soldiers. Children create observational drawings of poppies and talk about remembering others. • Knowledge: People wear poppies as a sign of remembrance. • Vocabulary: poppy, remember, soldier, past. • Skills: Observing, speaking, describing.	Essential / Core Vocabulary (Must Know) – explicitly taught, revisited, and expected to be remembered: **Past** – Something that has already happened. **Present** – What is happening now. **Old** – Something that has been around for a long time. **New** – Something that has only just been made or bought. **Bonfire** – A large fire made outside. **Firework** – Something that makes bright lights and colours in the sky. **Poppy** – A flower people wear to remember soldiers. **Remember** – To think about something that happened before. **Toy** – Something children play with. **Material** – What something is made from. **Wood** – A hard material that comes from trees. **Plastic** – A material used to make things such as toys and bottles.

read in class and storytelling. <u>ELG – Past and present</u> * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Week 3 – Our Favourite Toys** • LO: To talk about toys we play with now and toys we played with when we were babies. • Overview: Children share a favourite toy or photograph and explore a selection of baby toys. They compare what they enjoyed as babies with what they enjoy now, using photographs and family contributions to find out about their own past. • Knowledge: As we grow, the toys we play with can change. Photographs and people's memories help us find out about the past. • Vocabulary: toy, baby, now, before, change. • Skills: Recalling, observing, comparing, speaking. **Week 4 – Toys From the Past** • LO: To compare toys from the past and present. • Overview: Children explore toys, photographs and memories from parents' or grandparents' childhoods. They compare these with their own toys, noticing similarities and differences. They sort examples and discuss toys that people still enjoy today. • Knowledge: Some toys have changed over time, while others are still played with today. • Vocabulary: toy, past, present, same, different. • Skills: Observing, comparing, sorting, asking questions. **Week 5 – What Are Toys Made From?** • LO: To identify and describe the materials used to make toys. • Overview: Children handle old and modern toys made from wood, plastic, metal and fabric. They describe how the materials feel and sort toys by material. Adults model that both old and modern toys can be made from the same materials. • Knowledge: Toys can be made from different materials. A toy's material alone does not tell us how old it is. • Vocabulary: material, wood, plastic, metal, fabric. • Skills: Investigating, sorting, observing, describing.	Wider Vocabulary (Exposure / Challenge) – introduced through discussion; not expected to be memorised: **Guy Fawkes** – A man from a long time ago who is remembered on Bonfire Night. **Remembrance** – A special time when people remember those who helped keep us safe. **Soldier** – A person who helps protect their country. **Celebration** – A special event where people come together to remember or enjoy something. **Sparkler** – A small firework that gives off bright sparks. **Traditional** – Something that has been done in the same way for a long time. **Modern** – Something from today or the present time. **Memory** – Something you remember from the past. **Museum** – A place where old objects are kept so people can learn about the past. **Metal** – A hard, strong material used to make many objects. **Fabric** – A soft material used to make clothes, toys and other objects. **Rubber** – A stretchy material used to make things such as balls and tyres. **Cardboard** – A thick type of paper used to make boxes and models. **Compare** – To look at how things are the same or different. **Similar** – Things that are almost the same. **Different** – Things that are not the same.

	Week 6 – Playtime Then and Now • LO: To compare how children played in the past with how we play today. • Overview: Children explore photographs and learn simple games enjoyed by earlier generations, such as hopscotch, hoops and skipping games. They try these games and compare them with their own play. They revisit the enquiry question and complete their Past and Present Learning Book. • Knowledge: Some toys and games have changed, while others have stayed the same. Objects, photographs and memories help us find out about the past. • Vocabulary: past, present, game, same, different, remember. • Skills: Comparing, asking questions, explaining, speaking. **End Point** By the end of this topic, children will be able to: • Explain that Bonfire Night remembers something that happened a long time ago. • Talk about why people wear poppies. • Compare toys from the past with toys today. • Identify some materials used to make toys. • Explain that some things change over time while others stay the same. • Use key vocabulary including past, present, toy, material, bonfire and poppy appropriately during play and discussion. • Begin to answer the enquiry question: "How do we know about things that happened before we were born?"	

	End Point Activity Past and Present Learning Book Overview – Children create a simple booklet to show what they have learned about Bonfire Night, Remembrance and toys from the past. They sort pictures, identify materials and compare the past with the present while using the key vocabulary from the topic. **Progression** **Nursery** • Begin to recognise that some things happened before they were born. • Talk about Bonfire Night and Remembrance through stories and photographs. • Explore old and new toys and begin to notice differences. • Begin to identify materials such as wood and plastic. • Begin to use the words old and new. **Reception** • Talk about how Bonfire Night and Remembrance help us remember the past. • Compare toys from the past with toys today, noticing similarities and differences. • Identify and describe simple materials used to make toys. • Use the vocabulary past, present, old, new, material and remember during discussion. • Talk about how objects, photographs and people's memories help us find out about the past. • Explain that some toys and games have changed over time while others have stayed the same.	

	Retrieval Questions for Quiz Basket 1. Who was Guy Fawkes? A man from a long time ago. 2. What does Bonfire Night help us remember? An event that happened a long time ago. 3. What is a bonfire? A large outdoor fire. 4. What lights up the sky on Bonfire Night? Fireworks. 5. Why do people wear poppies? To remember soldiers. 6. What does "remember" mean? To think about something that happened before. 7. What is a toy? Something children play with. 8. Are toys from the past the same as toys today? They can be similar in some ways and different in others. 9. What is a material? What something is made from. 10. Can you name a material? Wood, plastic, metal or fabric. 11. What does "past" mean? Something that has already happened. 12. What does "present" mean? Now.	

Development Matters	Spring 1 On our travels What can we discover about the United Kingdom?	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. * Talk about what they see, using a wide vocabulary. * Begin to make sense of their physical world and community. * Know that there are different countries in the world and talk about differences they have experienced or seen in photos. <u>Reception</u> * Draw information from a simple map. * Recognise some similarities and differences between life in this country	**Week 1 – Where is the United Kingdom?** • LO: To know that we live in the United Kingdom. • Overview: Children are introduced to Barnaby Bear, who is going on an adventure around the United Kingdom. They explore a simple map and identify England, Scotland, Wales and Northern Ireland. Children discover that the United Kingdom is made up of four countries. • Knowledge: The United Kingdom is made up of four countries. • Vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland • Skills: Observing maps, Speaking, Identifying, Pointing **Week 2 – Travelling to London** • LO: To know that London is the capital city of England. • Overview: Barnaby Bear sends a postcard from London after travelling by train. Children explore photographs of famous landmarks including Big Ben, Buckingham Palace and Tower Bridge. They identify London on a simple map and discuss travelling by train. • Knowledge: London is the capital city of England. • Vocabulary: London, England, train, capital city • Skills: Observing, Speaking, Using maps, Comparing	Essential / Core Vocabulary (Must Know) – explicitly taught, revisited, and expected to be remembered: **United Kingdom** – A country made up of England, Scotland, Wales and Northern Ireland. **England** – One of the four countries in the United Kingdom. **Scotland** – One of the four countries in the United Kingdom. **Wales** – One of the four countries in the United Kingdom. **Northern Ireland** – One of the four countries in the United Kingdom. **Map** – A picture that shows where places are. **Country** – A place where people live. **Transport** – Something used to help people travel. **Landmark** – A famous place that people visit. **Journey** – Travelling from one place to another. **Postcard** – A card sent to tell someone about a place you have visited. **Travel** – To go from one place to another.

and life in other countries. * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Explore the natural world around them. <u>ELG People, Culture and Communities</u> * 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.	**Week 3 – Travelling to Edinburgh** • LO: To know that Edinburgh is in Scotland. • Overview: Barnaby Bear flies to Edinburgh and sends another postcard. Children locate Scotland on a simple map and explore Edinburgh Castle through photographs and videos. They discuss travelling by aeroplane and compare it with travelling by train. • Knowledge: Edinburgh is a city in Scotland. • Vocabulary: Scotland, Edinburgh, castle, aeroplane • Skills: Comparing transport, Speaking, Observing, Using maps **Week 4 – Travelling to Belfast** • LO: To know that Belfast is in Northern Ireland. • Overview: Barnaby Bear travels by boat to Belfast. Children locate Northern Ireland on a simple map and explore Titanic Belfast through photographs and discussion. They compare travelling by boat with other forms of transport. • Knowledge: Belfast is a city in Northern Ireland. • Vocabulary: Northern Ireland, Belfast, boat, Titanic • Skills: Observing, Comparing, Speaking, Using maps **Week 5 – Travelling to Cardiff** • LO: To know that Cardiff is the capital city of Wales. • Overview: Barnaby Bear travels to Cardiff by car. Children locate Wales on a simple map and explore the National Museum Cardiff through photographs. They discuss travelling by car and compare it with the other types of transport Barnaby has used. • Knowledge: Cardiff is the capital city of Wales. • Vocabulary: Wales, Cardiff, museum, car • Skills: Observing, Comparing, Speaking, Using maps	Wider Vocabulary (Exposure / Challenge) – introduced through discussion; not expected to be memorised: **Barnaby Bear** – A teddy bear who travels to different places. **London** – The capital city of England. **Edinburgh** – A city in Scotland. **Cardiff** – The capital city of Wales. **Belfast** – A city in Northern Ireland. **Capital city** – The main city of a country. **Big Ben** – A famous clock tower in London. **Buckingham Palace** – The home of the King in London. **Tower Bridge** – A famous bridge in London. **Edinburgh Castle** – A famous castle in Scotland. **Titanic Belfast** – A museum in Belfast about the Titanic ship. **National Museum Cardiff** – A museum in Cardiff where people can learn about history and nature. **Train** – A vehicle that travels on railway tracks. **Aeroplane** – A vehicle that flies in the sky. **Boat** – A vehicle that travels on water. **Car** – A vehicle that travels on roads.

* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	**Week 6 – Barnaby's Journey Around the United Kingdom** • LO: To recall what we have learned about the United Kingdom. • Overview: Children revisit Barnaby Bear's journey by sequencing his postcards and placing photographs onto a large floor map of the United Kingdom. They identify each country, the transport Barnaby used and a famous landmark he visited. • Knowledge: The United Kingdom has four countries, each with places we can visit. • Vocabulary: United Kingdom, country, map, landmark, transport • Skills: Sequencing, Recalling, Matching, Speaking **End Point** By the end of this topic, children will be able to: • Name the four countries of the United Kingdom. • Recognise England, Scotland, Wales and Northern Ireland on a simple map. • Name some famous places in each country. • Describe different types of transport used to travel around the United Kingdom. • Talk about Barnaby Bear's journey using simple geographical vocabulary. • Use key vocabulary including United Kingdom, country, map, landmark and transport during play and discussion. • Begin to answer the enquiry question: "What can we discover about the United Kingdom?" **Barnaby Bear's Travel Book** Overview – Children create a simple travel book showing Barnaby Bear's journey around the United Kingdom. They sequence his postcards, identify the four countries, match landmarks to the correct country and recall the different types of transport used during his adventure.	

	Progression **Nursery** • Explore a simple map of the United Kingdom. • Recognise that we live in the United Kingdom. • Join in with Barnaby Bear's journey through stories and postcards. • Talk about different ways to travel. • Recognise some famous places through photographs. **Reception** • Name the four countries of the United Kingdom. • Locate the countries on a simple map. • Match famous landmarks to the correct country. • Compare different forms of transport. • Use simple geographical vocabulary when talking about places and journeys.	

	Retrieval Questions for Quiz Basket 1. What country do we live in? The United Kingdom. 2. How many countries make up the United Kingdom? Four. 3. Can you name one country in the United Kingdom? England, Scotland, Wales or Northern Ireland. 4. What is a map? A picture that shows where places are. 5. Which city did Barnaby Bear visit in England? London. 6. How did Barnaby Bear travel to London? By train. 7. Which city did Barnaby Bear visit in Scotland? Edinburgh. 8. How did Barnaby Bear travel to Edinburgh? By aeroplane. 9. Which city is in Northern Ireland? Belfast. 10. How did Barnaby Bear travel to Belfast? By boat. 11. Which city is the capital of Wales? Cardiff. 12. Can you name one type of transport Barnaby Bear used? Train, aeroplane, boat or car.	

Development Matters	Spring 2 Time gone by How does our world change throughout the year?	**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> * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. * Begin to understand the need to respect and care for the natural environment and all living things. <u>Reception</u> * Explore the natural world around them. * Describe what they see, hear and feel whilst outside.	**Week 1 – The Four Seasons** LO: To know that the year is divided into four seasons. Overview: Children explore photographs, stories and outdoor observations to identify the four seasons. They begin to recognise that the world changes as the seasons change. Knowledge: There are four seasons in a year and each season brings different changes. Vocabulary: season, spring, summer, autumn, winter Skills: Observing, Speaking, Sorting **Week 2 – Looking for Seasonal Changes** LO: To observe how the environment changes during the seasons. Overview: Children explore the outdoor environment looking for signs of seasonal change. They observe trees, plants and weather and compare what they see with photographs taken in different seasons. Knowledge: The environment changes throughout the year. Vocabulary: change, weather, tree, flower, leaf Skills: Observing, Comparing, Discussing **Week 3 – Weather and Clothing** LO: To know that the weather changes during different seasons. Overview: Children investigate different types of weather and sort clothing suitable for each season. They discuss how weather affects what we wear and what we do. Knowledge: Different weather happens during different seasons. Vocabulary: weather, sunny, rainy, windy, snowy Skills: Sorting, Matching, Speaking	Essential / Core Vocabulary (Must Know) – explicitly taught, revisited, and expected to be remembered: **Season** – A time of the year when the weather changes. **Spring** – The season when flowers begin to grow and the weather becomes warmer. **Summer** – The warmest season of the year. **Autumn** – The season when leaves change colour and fall from trees. **Winter** – The coldest season of the year. **Weather** – What it is like outside. **Change** – When something becomes different. **Melt** – When something solid changes into a liquid because it gets warm. **Freeze** – When a liquid changes into a solid because it gets cold. **Ice** – Frozen water. **Water** – A liquid that we drink and use every day. **Warm** – Having more heat. **Cold** – Having little heat.

* 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. <u>ELG 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. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Week 4 – Melting** LO: To investigate what happens when ice melts. Overview: Children carry out simple investigations by observing ice in different places. They predict what might happen and observe how ice changes into water. Knowledge: Ice melts when it gets warm. Vocabulary: ice, melt, warm, water Skills: Investigating, Predicting, Observing **Week 5 – Freezing** LO: To investigate what happens when water freezes. Overview: Children investigate freezing by making ice cubes. They observe water changing into ice and compare the two materials. Knowledge: Water freezes when it gets very cold. Vocabulary: freeze, water, ice, cold Skills: Investigating, Observing, Comparing **Week 6 – Changes Over Time** LO: To explain how the world changes throughout the year. Overview: Children revisit the seasons, weather and changing states of water. They sequence the seasons and discuss how the world changes throughout the year using photographs and observations made during the topic. Knowledge: The world changes throughout the year because of the seasons. Vocabulary: season, change, weather, melt, freeze Skills: Sequencing, Recalling, Explaining, Speaking	Wider Vocabulary (Exposure / Challenge) – introduced through discussion; not expected to be memorised: **Sunny** – When the sun is shining. **Rainy** – When rain is falling. **Windy** – When the wind is blowing. **Snowy** – When snow is falling. **Cloudy** – When the sky is covered with clouds. **Temperature** – How hot or cold something is. **Observe** – To look carefully and notice what you can see. **Predict** – To make a sensible guess about what might happen. **Investigation** – Finding things out by exploring and testing. **Environment** – The world around us. **Leaf** – The green or brown part that grows on a tree or plant. **Flower** – The colourful part of a plant. **Tree** – A tall plant with a trunk and branches. **Solid** – Something that keeps its shape. **Liquid** – Something that can be poured.

	End Point By the end of this topic, children will be able to: • Name the four seasons. • Describe simple changes that happen during each season. • Explain that weather changes throughout the year. • Describe what happens when ice melts. • Describe what happens when water freezes. • Use key vocabulary including season, weather, change, melt and freeze appropriately during play and discussion. • Begin to answer the enquiry question: "How does our world change throughout the year?" **End Point Activity** Our Changing World Book Overview – Children create a simple booklet showing the four seasons, seasonal changes and their investigations into melting and freezing. They sequence the seasons, identify weather and explain how the world changes throughout the year using the key vocabulary from the topic. **Progression** **Nursery** • Notice changes in the weather and natural environment. • Explore seasonal objects and clothing. • Observe ice melting and water freezing. • Begin to use simple words such as hot, cold and weather. **Reception** • Name the four seasons. • Describe changes in the natural world during each season. • Explain how weather changes throughout the year. • Describe how materials can melt and freeze. • Use topic vocabulary confidently when explaining their observations.	

	Retrieval Questions for Quiz Basket 1. How many seasons are there in a year? Four. 2. Can you name one season? Spring, Summer, Autumn or Winter. 3. What is weather? What it is like outside. 4. What happens to leaves in autumn? They change colour and fall from the trees. 5. Which season is the warmest? Summer. 6. Which season is the coldest? Winter. 7. What happens to ice when it gets warm? It melts. 8. What does melted ice become? Water. 9. What happens to water when it gets very cold? It freezes. 10. What does frozen water become? Ice. 11. What does "change" mean? When something becomes different. 12. Why does the world change throughout the year? Because of the seasons.	

Development Matters	Summer Term 1 Changes - plants What do plants need to grow and change?	**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> * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. * Begin to understand the need to respect and care for the natural environment and all living things. <u>Reception</u> * Explore the natural world around them. * Describe what they see, hear and feel whilst outside.	**Week 1 – Living and Non-Living Things** L.O: To identify living and non-living things. Overview: Children explore objects from the classroom and outdoor environment. They sort them into living and non-living groups and discuss what makes something alive. Knowledge: Living things grow and change. Non-living things do not grow. Vocabulary: living, non-living, grow Skills: Observing, Sorting, Discussing **Week 2 – Planting a Bean Seed** L.O: To know that plants grow from seeds. Overview: Children plant their own bean seed and predict what they think will happen. They begin a simple observation diary to record changes over time. Knowledge: Plants begin their life as seeds. Vocabulary: seed, bean, plant Skills: Planting, Predicting, Observing **Week 3 – What Do Plants Need to Grow?** LO: To understand what plants need to grow. Overview: Children investigate what plants need by discussing water, sunlight, air and soil. They observe their own bean plants and talk about how they are changing. Knowledge: Plants need water, sunlight, air and soil to grow. Vocabulary: water, sunlight, soil, air Skills: Observing, Investigating: Explaining	Essential / Core Vocabulary (Must Know) – explicitly taught, revisited, and expected to be remembered: **Living** – Something that grows and needs food, water and air. **Non-living** – Something that does not grow or need food and water. **Seed** – The part of a plant that grows into a new plant. **Plant** – A living thing that grows in the ground or in a pot. **Grow** – To get bigger over time. **Change** – When something becomes different. **Water** – Something plants need to stay alive and grow. **Sunlight** – Light from the sun that helps plants grow. **Soil** – The ground where plants grow. **Root** – The part of the plant that grows under the ground and takes in water. **Stem** – The part that holds the plant upright. **Leaf** – The green part of a plant that helps it grow. **Life Cycle** – The stages a living thing goes through as it grows.

* 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. <u>ELG 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. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Week 4 – Parts of a Bean Plant** LO: To identify the main parts of a plant. Overview: Children observe real bean plants and identify the roots, stem, leaves and flower (using images if flowers have not yet appeared). They label simple diagrams and discuss what each part does. Knowledge: Plants have different parts that help them grow. Vocabulary: root, stem, leaf, flower Skills: Identifying, Labelling, Observing **Week 5 – The Life Cycle of a Bean Plant** LO: To understand how a bean plant grows and changes. Overview: Children sequence the stages of a bean plant's life cycle using photographs and their own observations. They compare how their plants have changed since planting. Knowledge: Plants grow and change in stages. Vocabulary: life cycle, grow, change Skills: Sequencing, Comparing, Observing **Week 6 – Watching Plants Grow** LO: To explain how plants grow and change over time. Overview: Children revisit their bean plants and observation diaries. They discuss the changes they have seen and explain what helped their plant to grow. Knowledge: Plants grow and change over time when they have what they need. Vocabulary: grow, change, plant, seed Skills: Explaining, Recalling, Speaking	Wider Vocabulary (Exposure / Challenge) – introduced through discussion; not expected to be memorised: **Bean plant** – A plant that grows from a bean seed. **Shoot** – The first green part that grows from a seed. **Sprout** – When a seed begins to grow. **Flower** – The colourful part of a plant. **Pod** – The part of a bean plant that holds the beans. **Healthy** – Growing well and strong. **Observe** – To look carefully and notice changes. **Predict** – To say what you think might happen. **Investigation** – Finding things out by exploring. **Environment** – The world around us. **Care** – Looking after something so it can grow well. **Alive** – Living and growing. **Nature** – Plants, animals and the world around us. **Compare** – To look at how things are the same or different.

	End Point By the end of this topic, children will be able to: • Identify living and non-living things. • Explain that plants grow from seeds. • Describe what plants need to grow. • Name the main parts of a plant. • Describe the simple life cycle of a bean plant. • Talk about changes they have observed in their own bean plant. • Use key vocabulary including plant, seed, grow, change, root and stem during play and discussion. • Begin to answer the enquiry question: "What do plants need to grow and change?" **End Point Activity** My Bean Plant Diary Overview – Children create a simple diary showing the growth of their bean plant over time. They sequence the life cycle of a bean plant, identify the main parts of a plant and explain what plants need to grow using the key vocabulary from the topic. **Progression** **Nursery** • Explore living and non-living things. • Plant and care for a bean seed. • Observe simple changes as plants grow. • Name some parts of a plant. • Begin to understand that plants need water and sunlight. **Reception** • Identify living and non-living things. • Explain what plants need to grow. • Name and describe the main parts of a plant. • Sequence the life cycle of a bean plant. • Explain the changes they have observed over time using appropriate vocabulary.	

	Retrieval Questions for Quiz Basket 1. Is a plant living or non-living? Living. 2. What does a plant grow from? A seed. 3. What do plants need to grow? Water, sunlight, air and soil. 4. What is the part under the ground called? The root. 5. What is the part that holds the plant up called? The stem. 6. What are the green parts called? Leaves. 7. What does "grow" mean? To get bigger. 8. What does "change" mean? When something becomes different. 9. What is a life cycle? The stages a living thing goes through as it grows. 10. What is soil? The ground where plants grow. 11. Why do plants need sunlight? It helps them grow. 12. What happened to your bean plant as it grew? It got bigger and changed over time.	

Development Matters	Summer Term 2 Changes – life cycles How do animals grow and change?	**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> * Use all their senses in hands-on exploration of natural materials. * Talk about what they see, using a wide vocabulary. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. <u>Reception</u> * Explore the natural world around them. * Describe what they see, hear and feel whilst outside.	**Week 1 – What is a Life Cycle?** LO: To know that living things grow and change over time. Overview: Children explore photographs of animals at different stages of life. They discuss how babies grow into adults and begin to understand that all living things change as they grow. Knowledge: Living things grow and change over time. Vocabulary: life cycle, grow, change, living Skills: Observing, Speaking, Comparing **Week 2 – The Butterfly Life Cycle** LO: To understand the life cycle of a butterfly. Overview: Children learn about the stages of a butterfly's life cycle through photographs, videos and sequencing activities. They explore the stages: egg, caterpillar, chrysalis and butterfly. Knowledge: Butterflies grow through different stages called a life cycle. Vocabulary: egg, caterpillar, chrysalis, butterfly Skills: Sequencing, Observing, Recalling **Week 3 – Observing Caterpillars** LO: To observe how caterpillars change over time. Overview: Children observe the class caterpillars closely using magnifying glasses. They discuss changes in size, movement and appearance and record their observations through drawings and discussion. Knowledge: Caterpillars grow and change before becoming butterflies. Vocabulary: observe, caterpillar, grow, change Skills: Observing, Comparing, Describing	Essential / Core Vocabulary (Must Know) – explicitly taught, revisited, and expected to be remembered: **Life cycle** – The stages a living thing goes through as it grows. **Living** – Something that grows and needs food, water and air. **Grow** – To get bigger over time. **Change** – When something becomes different. **Egg** – The first stage in the life cycle of some animals. **Caterpillar** – A young butterfly before it changes. **Chrysalis** – The stage where a caterpillar changes into a butterfly. **Butterfly** – An insect with wings that has changed from a caterpillar. **Chick** – A baby chicken. **Chicken** – A fully grown bird that chicks grow into. **Hatch** – When a baby animal comes out of an egg. **Observe** – To look carefully and notice changes.

* Recognise some environments that are different to the one in which they live. * Understand some important processes and changes in the natural world around them. <u>ELG – 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. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Week 4 – The Chick Life Cycle** LO: To understand how a chick grows. Overview: Children explore the life cycle of a chicken through photographs and sequencing activities. They learn that chicks hatch from eggs and grow into adult chickens. Knowledge: Chicks hatch from eggs and grow into chickens. Vocabulary: egg, chick, chicken, hatch Skills: Sequencing, Speaking, Observing **Week 5 – Watching Chicks Hatch** LO: To observe how chicks change after hatching. Overview: Children observe the incubator and newly hatched chicks. They notice how the chicks look, move and behave and compare them with the eggs they came from. Knowledge: Chicks change as they grow. Vocabulary: hatch, chick, feathers, egg Skills: Observing, Describing, Comparing **Week 6 – Comparing Life Cycles** LO: To compare how animals grow and change. Overview: Children revisit both life cycles by sequencing photographs and discussing similarities and differences between butterflies and chicks. They explain what they have observed over the half term. Knowledge: Different animals have different life cycles, but all living things grow and change. Vocabulary: life cycle, butterfly, chick, compare Skills: Comparing, Sequencing, Explaining, Speaking	Wider Vocabulary (Exposure / Challenge) – introduced through discussion; not expected to be memorised: **Incubator** – A warm box that keeps eggs at the right temperature until they hatch. **Feathers** – The soft covering on a bird's body. **Wings** – The parts a bird or butterfly uses to fly. **Insect** – A small animal with six legs. **Metamorphosis** – The big change a caterpillar goes through to become a butterfly. **Larva** – Another name for a caterpillar. **Adult** – A fully grown animal. **Sequence** – To put things in the correct order. **Compare** – To look at how things are the same or different. **Similar** – Almost the same. **Different** – Not the same. **Environment** – The place where living things live. **Habitat** – The natural home of an animal. **Care** – Looking after a living thing properly.

	End Point By the end of this topic, children will be able to: • Explain that living things grow and change over time. • Describe the simple life cycle of a butterfly. • Describe the simple life cycle of a chicken. • Talk about changes they observed in real caterpillars and chicks. • Compare the butterfly and chick life cycles. • Use key vocabulary including life cycle, caterpillar, chrysalis, butterfly, chick and hatch during play and discussion. • Begin to answer the enquiry question: "How do animals grow and change?" **End Point Activity** Life Cycles Learning Book Overview – Children create a simple booklet to show what they have learned about butterfly and chick life cycles. They sequence each life cycle, draw and label the stages, and record the changes they observed in the real caterpillars and chicks using the key vocabulary from the topic. **Progression** **Nursery** • Observe caterpillars and chicks carefully. • Notice that living things grow and change. • Begin to sequence simple life cycle pictures. • Talk about what they can see using simple vocabulary. **Reception** • Describe the life cycle of a butterfly. • Describe the life cycle of a chicken. • Compare the two life cycles. • Explain changes they observed in real living things. • Use topic vocabulary confidently when talking about life cycles.	

	Retrieval Questions for Quiz Basket 1. What is a life cycle? The stages a living thing goes through as it grows. 2. What does a caterpillar grow into? A butterfly. 3. What comes before a caterpillar? An egg. 4. What is a chrysalis? The stage where a caterpillar changes into a butterfly. 5. What comes after the chrysalis? A butterfly. 6. What hatches from an egg? A chick. 7. What does a chick grow into? A chicken. 8. What does "hatch" mean? To come out of an egg. 9. What does "observe" mean? To look carefully and notice changes. 10. Do all living things grow and change? Yes. 11. Can butterflies and chickens have different life cycles? Yes. 12. What do butterflies and chicks have in common? They both grow and change over time.	