

<p><u>U+W</u> <u>The World</u></p>	<p>Nursery Skills</p>	<p><u>Development Matters 30-50months</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. </p>	<p>Reception Skills</p>	<p><u>Development Matters 40-60months</u> Looks closely at similarities, differences, patterns and change. Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. </p>
<p><u>Autumn 1</u> Environment</p>		<p>Outside Learning - water, sand tray</p> <p>Access to a range of natural materials</p> <p>Role play area - home corner</p> <p>Display linked to home interests</p> <p>Resources - blocks, Lego, construction etc.</p>		<p>Topic: We've got the Whole World in Our Hands</p> <p>Sand and water tray</p> <p>Role play area - home corner</p> <p>Dry food to explore pasta, rice</p> <p>Books from around the world</p>
<p>Activities</p>	<p>To be able to ask/answer questions</p> <p>To make observations</p>	<p>Starting with themselves, action rhymes and songs will allow children to build their understanding and vocabulary for describing the main parts of their bodies.</p> <p>Children to explore a sensory area or display the sensory garden set up outdoors for them to investigate.</p> <p>Creative play with malleable materials children should discover, by stretching, squashing, bending or twisting, that some materials can be moulded into different shapes. Key Vocabulary: how, who, what, why,</p>	<p>To be able to ask/answer questions</p> <p>To be able to investigate</p> <p>To be able to make decisions</p>	<p>Where we are from (around the world and Kingston) and what type of house we live in.</p> <p>Food tasting from around the world.</p> <p>Looking at and reading maps from where children are from e.g. finding Italy on the map.</p> <p>Key Vocabulary: how, who, what, why, where, world, map, country, town, house, flat.</p>
<p>What you will see</p>		<p>In exploratory play and through problem solving children should discover the different properties of natural materials sand, water, wood, stone, clay etc.</p>		<p>Using their senses to explore natural and made materials.</p> <p>Through experimenting in a range of structured activities children will learn to use their senses to discriminate between different sounds, tastes, smells and textures.</p>

<p>Autumn 2</p> <p>Environment</p>	<p>To be able to explore</p>	<p>Mud Kitchen</p> <p>Large and small-wheeled toys</p> <p>Train tracks</p> <p>Wooden blocks</p> <p>Mirrors</p> <p>Playdough</p>	<p>To be able to experiment</p>	<p>Topic: Let's Celebrate</p> <p>Materials e.g. fabrics, clay, salt dough,</p> <p>Role play area - sari shop/Chinese restaurant</p> <p>Tyres, loose parts outside, crates, trucks</p>
<p>Activities</p>	<p>To be able to sort and group</p>	<p>Children experiment and begin to learn that a push or a pull can make something speed up, slow down or change direction.</p> <p>Children to learn about their features by observing their reflections in mirrors, making comparisons and talking about the visible similarities and differences between themselves and other children e.g. self portraits.</p> <p>Key Vocabulary: hard, soft, block, tall, small, push, pull</p>	<p>To make comparisons</p>	<p>Children will be making traditional outfits. Children will use different materials to make Diva lamps and Greek clay pots.</p> <p>Children will go on a school trip to visit town Centre (Kingston) looking and exploring their surroundings.</p> <p>Key Vocabulary: long, short, same, different, taste, smell, hear, senses.</p>
<p>What you will see</p>		<p>Children will begin to use appropriate vocabulary that relates to forces and exploring this by using ramps, wheels, trucks and cars.</p> <p>Children will be able to point out key features of themselves and notice how they look different to others.</p>		<p>Children will be able to recognise and talk about differences in their environments.</p> <p>Children will be using their knowledge and understanding to talk about different countries, dress, cultures, food and celebrations.</p>
<p>Spring 1</p> <p>Environment</p>	<p>To be able to describe</p>	<p>Playdough making</p> <p>Real food in role play area</p> <p>Cookbooks</p> <p>Role play - home corner e.g. oven, hob</p>	<p>To be able to classify and enquire</p>	<p>Topic: A Helping Hand</p> <p>Role play - Police station, vets, builders yard</p> <p>Construction e.g. Lego, blocks</p> <p>Loose Parts - gravel pit</p>

<p>Activities</p>		<p>Cooking in small groups</p> <p>Children will learn from first-hand experiences to observe and describe the changes that occur in some everyday materials when heated or cooled, or when materials are mixed e.g. cooking and making playdough.</p> <p>Key Vocabulary: hot, cold, mix, pour, spoon, bowl, roll</p>		<p>Children will be building houses using different materials and exploring how to stay safe from a fire.</p> <p>Fire safety linked to materials that burn, waterproof etc.</p> <p>Learning about police officers and understanding the law- what is legal, what is illegal?</p> <p>Key Vocabulary: burn, waterproof, right, wrong, arrested, hurt, fire, sick.</p>
<p>What you will see</p>		<p>Children will use what they have learnt in key areas within the classroom e.g. using the oven and egg timer.</p> <p>Using vocabulary based on changes e.g. cooling, too hot, soft, runny (cakes),</p>		<p>Communicate their experiences and what they have learned about the properties of the materials, progressing to testing materials, recording observations and measurements accurately.</p> <p>Opportunities to explore and investigate the properties of materials from which everyday objects such as toys or clothing are made, and to acquire relevant vocabulary to describe them and begin to link the materials with their uses.</p>
<p><u>Spring 2</u></p> <p>Environment</p>	<p>To be able to solve problems</p>	<p>Mirrors</p> <p>Planter Station</p> <p>Seeds</p> <p>Small world farm, minibeasts, water butt</p>	<p>To be able to record</p>	<p>Topic: Let it Grow</p> <p>Beans growing</p> <p>Plant Station</p> <p>Nonfiction books</p> <p>Caterpillars</p> <p>Minibeasts</p>
<p>Activities</p>		<p>Observations, investigations and topic work linked to growth.</p> <p>Children will learn about the process of change in animals and plants over a period of time.</p> <p>Effects of weather and the seasons.</p> <p>Planting seeds</p>		<p>Activities linked to the life cycles of a butterfly and chick.</p> <p>Children will each be planting their own beans and observing them grow over time and recording their findings in a bean diary.</p> <p>Children will labelling the basic parts of a plant or flower.</p>

				<p>Children will visit The Wetlands Centre where they learn about habitats and how plants and animals grow.</p> <p>Key Vocabulary: Stem, leaf, roots, petal, chrysalis, egg, sunlight, air, water, bean, diary.</p>
What you will see		<p>Practical activities such as digging, planting, and looking after seeds and observing their growth, will lead to knowledge of parts of a plant as well as understanding that plants are living things that need water to grow.</p> <p>Children will be given the opportunity to plant seeds and watch them grow.</p>		<p>Children learning about other living creatures and sort and classify them according to their own or agreed criteria.</p> <p>Building on earlier experiences children should be able to carry out investigations and make predictions about the best conditions for growing seeds.</p> <p>As their skills develop children should be able to record the data from their investigations using tables, charts, graphs, pictorial representations and ICT as appropriate.</p>
<u>Summer 1</u>		<p>Bug hotel</p> <p>Minibeast hunt equipment</p> <p>Clipboards</p> <p>Non-fiction books</p> <p>Wild area</p>		<p>Topic: Fairy Tales</p> <p>Role play - Giants castle, beanstalk, Aladdin's cave</p> <p>Oats and water, microwave, mixing</p> <p>Construction - chairs, beds linked to Goldilocks and the Three Bears</p>
Environment				
Activities	To be able to compare	<p>Children will go on a minibeast hunt in various places around the school.</p> <p>Children will be drawing and labelling mini-beasts they found or their favourite.</p> <p>Children will use different materials such as clay to make their own mini-beasts.</p>	To be able to predict & test	<p>Children will attempt to build their houses for the Three Pigs made out of straw, bricks, wood.</p> <p>Predicting and testing strength of materials e.g. fan to blow down the houses.</p> <p>Using junk modelling to construct castles, houses, towers looking at how strong/weak they are.</p>

		<p>Children will look at various habitats and have a go a building their own using different materials.</p> <p>Key Vocabulary: Home/habitat, wood, clay, build, leg, head, eyes,</p>		<p>Key Vocabulary: Strong, weak, materials, test, guess/predict,</p>
What you will see		<p>Through using magnifiers and observing other living things such as minibeasts collected in the local environment.</p> <p>Children recording and making observations about the growth and changes of plants and other living things.</p>		<p>As they become more sophisticated in their investigations children should be able to recognise the conditions for a fair test.</p>
<u>Summer 2</u>		<p>Water based play - floating and sinking, sea creatures living in the water</p> <p>Outdoor sand area - mixing sand and water</p> <p>Junk modelling - building boats</p> <p>Beach themes</p>		<p>Topic: Under the Sea</p> <p>Role play - aquarium, bird watching station, fishing pond</p> <p>Binoculars</p> <p>Sea Creatures</p> <p>Water tray</p> <p>Fishing</p>
Environment			To be able to Evaluate	
Activities	To be able to predict	<p>Children will look at what you might wear at the beach? Sorting a range of clothing and objects.</p> <p>Children will be thinking, discussing and recording what you will see at the beach.</p> <p>Children will be exploring the wild area pond linked to life cycles.</p> <p>Children in Nursery, will be going on a trip to the Community Garden. This is where they will look at habitats of animals and different types of plants and flowers.</p> <p>Key Vocabulary: sea, sand, swimming, sun, hat, fish, waves.</p>	To be able to reflect	<p>Children will be creating a deep sea diver log full of different sea creature facts.</p> <p>Investigating different sea creatures -learning facts.</p> <p>Learning about different materials in the sea and how they affect the sea life.</p> <p>Investigating how we can be Eco friendly to help our World.</p> <p>Children to make their own boats - looking at floating and sinking.</p> <p>Key Vocabulary: float, sink, land, sea, safe, fact,</p>

<p>What you will see</p>		<p>As they progress children should observe and make comparisons between humans and other animals. They should discover that animals, including humans, move, need food and water, as well as grow and reproduce.</p>		<p>Making boats float or sink and evaluating success</p> <p>Language linked to evaluating and reflecting</p> <p>Outdoor learning will provide children with knowledge of conservation and sustainability (under the sea/environment)</p>
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