|  |  |  |
| --- | --- | --- |
|  | | |
| **Unit Overview** | Children will learn about the changing of the seasons, physical features of the environment and different weather conditions | |
| **EYFS Development Matters and ELG’s** | ELG’s  • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.   * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter * Explore the natural world around them, making observations and drawing pictures of animals and plants.   Development Matters   * 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 the effect of changing seasons on the natural world around them. | |
| **Unit Title:** | **Substantive Knowledge** | **Disciplinary Knowledge** |
| **Key Questions:**  **What are the different weather conditions?**  **What weather do we have in England and across the world?**  **What symbols might we see for different weather?** | * Children will know that key environmental changes occur signalling the change of the seasons. * The children will know that weather is different around the world. * Children will know that England has a variety of different weather conditions. * Children know 4 key weather conditions: sunny/dry, rain, snow and cloud. | Children will observe the changes around then.  Children will compare environments  Children will recognise the world map. |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  Rain  Snow  Sunny  Cloudy  Hot  Cold  Temperate  **Disciplinary:**  Map  Key  Symbol  Features  landscape | Autumnal walk to Coppras field | That the weather is dry or wet. |