|  |
| --- |
|  |
| **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 environmentsChildren will recognise the world map.  |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**RainSnowSunnyCloudyHotColdTemperate **Disciplinary:**MapKeySymbolFeatureslandscape | Autumnal walk to Coppras field  | That the weather is dry or wet. |