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| **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:  Autumn walk.  What happens in autumn to the plants and animals?  Comparing seasons:  Leaves on trees falling and changing colour during the seasons.  Comparing seasons:  What are the weather conditions like in the seasons?  Comparing seasons:  What do we do when the weather changes?  Clothing, habits etc…  Comparing seasons:  What do animlas do as the weather chages?  Look at forest and urban animals? | * Children will know that key environmental changes occur signalling the change of the seasons. * The children will know that the leaves change colour in autumn and it becomes wetter, that the leaves fall from the trees in winter and it becomes colder/darker, that the flowers bloom in spring and the temperature rises in summer, it gets hotter and the sun stays in the sky longer. * Children will be able to say what clothing they might need for different seasons. * In autumn some animals begin to forage for hibernation through winter. * Some animals migrate * The animals that are native to the UK including forest and urban animals. | Children will observe the changes within the local environment.  Children will compare and contrast environmental differences  Children will record these through drawings and notation. |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  Autumn  Spring  Summer  Winter  Fox  Rats  Pidgeon  Robin  Goose  Squirrel  Hedgehog  Bats  Mice  Mole  Badger  hybernate  Swift  swallow  **Disciplinary:**  Observe  Record  Compare  label | Autumnal walk to Coppras field | That bears live uk  That all animals hibernate  That only small animals hibernate  That hibernating animals stop breathing. |