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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:**AutumnSpringSummer WinterFox RatsPidgeonRobinGooseSquirrelHedgehogBatsMiceMole BadgerhybernateSwiftswallow**Disciplinary:**ObserveRecordComparelabel | Autumnal walk to Coppras field  | That bears live ukThat all animals hibernateThat only small animals hibernateThat hibernating animals stop breathing.  |