

Characteristics of Effective Learning to be covered

Creating and Thinking Critically thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas •Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Reception
Knowledge and Understanding of the World
The World
People and Communities

Development Matters Ages and Stages to be covered:

30-50 M –

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- 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.

40 – 60 M –

- 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.

Topic/Theme	Questions and Key Vocab	Outdoor learning and community links	Links to other areas of learning
All about me	Houses and where we live, what are our houses made off? What do they look like? Our families. Festivals in different religions. Celebrations & special events	Role play area – home, construction focusing on buildings and structure.	Personal, social and emotional development. Physical development
Seasons	Changes over time, the names of the seasons, how do we know its Autumn? Winter? Spring? Summer?	Seasonal walks, Forest school, environmental art, investigation areas	C& L – learning new vocabulary, answering questions, questioning how things change and why. EAD – art work
Similarities and differences	Key features, what makes me different, what makes a place different, habitats, where do different things live. What food do people eat.	High street. Visiting a forest to look at habitats, eg Hatfield Forest. Gruffalo trail.	Different cultures – UTW, British Values.
Growth	Living eggs, life cycles, caterpillars, our bodies, what we need to grow. What keeps us healthy? People who help us	Trees, bulbs, sunflower seeds, vegetables. visit from the dentist. Visit from police, fireman etc	New life – RE, Easter story. Physical development – Health and self care.

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Nursery

Knowledge and Understanding of the World

The World

People and Communities

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All about me	Who is in our family. Important things to us, special times. Birthdays. Celebrations	Exploring the garden and our new school environment. Home corner roleplay.	<ul style="list-style-type: none"> - Personal, social and emotional development. - Physical development
Seasons and changes	Spring, summer, Autumn, Winter the weather, trees leaves and nature, describing texture.	Early years garden, seasonal walks noticing changes, forest school.	<ul style="list-style-type: none"> - Communication and language - Expressive Art and Design.
Similarities and differences	Animals . key features of our environment. People who help us.	Visiting a forest to look at habitats, eg Hatfield Forest. Gruffalo trail.	PSED – similarities in celebrations, differences in cultures.
Growth	Changes to the world around us and our bodies. Living eggs, life cycles, caterpillars.	Trees, bulbs, sunflower seeds. Babies and how we change and grow up.	<ul style="list-style-type: none"> - Mathematics (Size) - Physical – health and self care – being healthy. Harold (SCARF)