







Understanding the World			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Exploring Autumn/ Let's Explore/ Build it Up/ Christmas	Winter: Winter Wonderland/ Starry Night	Growth: Ready, Steady, Grow/ Puddles and Rainbows, Signs of Spring	Animals: Animal Safari/ Creep, Crawl and Wriggle	Water: Sunshine and Sunflowers, Splash, On the Beach
<ul style="list-style-type: none"> Encourage children to share special memories and events linked to themselves and their families and share them with the class. Develop the children's interest and desire to learn about other families (single parent) and cultures and how they might be similar or different to their own family. The children will learn about differences and similarities between ourselves and where in the world we are from. The class will share where their families are from and information they know about this place. Children will share when their birthdays are and help our mascot celebrate his birthday. Opportunities are provided to allow children to become familiar with their environment and places within the home, school and world. In Nursery, children will learn about the different rooms within a home and which objects might be found in them. They will 	<ul style="list-style-type: none"> To begin to observe and talk about living things in the local environment. To recognise that some leaves change colour in autumn and fall from the trees. To develop my understanding of different woodland animals. To name a variety of domestic and wild animals. To begin to understand the changes in season at harvest time. To talk about the different features of buildings. To use all their senses in hands-on exploration of natural materials. To notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they live. To observe and describe living things and their habitats within the local environment. To use a variety of digital technology, such as tablets. To talk about information on a simple map, e.g. familiar shop, house, school. To talk about places that they have been to or seen in photographs. 	<ul style="list-style-type: none"> To talk about things they can do on winter evenings and things they can do on summer evenings. To begin to notice the difference in day length. To talk about some of the things that they have observed using simple scientific vocabulary. To describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. To begin to observe and talk about living things in the local environment. To name a variety of domestic and wild animals. To show an interest in different occupations and the lives of familiar people. To begin to notice how data can be collected and recorded electronically. To make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder. To make simple comments about things that are familiar to them. 	<ul style="list-style-type: none"> To share knowledge and thoughts about the local area and places that are familiar to them. To begin to talk about ways to care for a plant or animal. To name a variety of wild animals and their young specifically farm animals. To talk about what they see, using a wide vocabulary. To begin to make observations of what they can see and use vocabulary to describe it. To use talk to explain about different job roles and begin to compare the different roles. To name a variety of domestic and wild animals. To notice ways that the local environment changes during different seasons. To explore and talk about materials which are waterproof. To notice ways that the local environment changes during different seasons. To talk about what they can see and how it feels. To say how a living thing has changed over time. 	<ul style="list-style-type: none"> To begin to observe and talk about living things in the local environment such as minibeasts and insects. To show care for living things and the environment. To begin to talk about ways to care for a plant or animal. To begin to make observations of animals and plants and talks about the changes they observe. To identify common features for different groups of animals, including wild and domestic animals. To begin to name the body parts of common animals. To talk about some of the things that they have observed using simple scientific vocabulary. To recognise and identify different animals. To describe how the weather, plants and animals of one place is different to another using simple geographical terms. To input simple instructions to technological toys, including floor robots and onscreen sprites. 	<ul style="list-style-type: none"> To talk about why it is important to wear protection on sunny days. To show care for growing seeds and plants and describe observable features of different types of plants and trees. To talk about the properties and features of a flower. To identify and name types of flowers. To discuss the changes when planting seeds and flowers. To name and describe the animals in the world around them. To name the features of the life cycle of a butterfly. To explore and compare a variety of objects in their environment. To use familiar events from home or features of the home in their play to create pretend play scenes. To talk about the changes they can see and what happens to the liquid when it is blown with air. To talk about and play with objects that float and sink and describe different forces that they can feel.

Individually Strong, Collectively Stronger!



<p>discuss what these objects might be used for.</p> <ul style="list-style-type: none"> • Children, during BHM, will learn about Nigeria and within London, such as Stockwell and Brixton. • Opportunities will be provided to compare a Nigerian market in the text 'Baby Goes to Market' and Brixton market in our local area. • Children will cook and taste plantain during BHM. 	<ul style="list-style-type: none"> • To play with globes, observe maps and listen to stories to develop an awareness of other places in the world. • To recognise the positives in being different and celebrating different festivals. • To develop a good understanding of different celebrations. • To compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • To begin to talk about and name the body parts of common animals, including pets. • To talk about some of the things that they have observed using simple scientific vocabulary. 	<ul style="list-style-type: none"> • To say what the daily weather is like. • By growing broad beans, the children will learn about plant life cycles. They will learn new vocabulary, understand the needs of plants and how to care for them. • To explore how living things grow and how best to take care of them while they are growing. 	<ul style="list-style-type: none"> • To begin to talk about the different places around the world. • To begin to understand the difference between their environment and the environment in a different country. • To describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. • To match animals to the foods that they eat and know if they are an herbivore or carnivore. 	<ul style="list-style-type: none"> • To talk about the process of washing hands, keeping healthy and why it is important. • To name a variety of animals that might live on the beach or in home. • To name animals that live/ do not live in a rock pool and explain why. • To talk and describe under the sea animals and their features. • To begin to describe how the weather, plants and animals of one place is different to another using simple geographical terms. • To show care for living things and the environment. • To use a map to describe a familiar route as part of role play. • To describe people in their environment and how they impact them.
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