



May we give them roots to grow and wings to fly.

## Our Curriculum – Medium-Term Planning



<b>Term and Year:</b>	<b>Spring 2</b>
<b>Class:</b>	<b>EYFS</b>
<b>Subject:</b>	<b>Understanding The World</b>
<b>Key Unit Question:</b>	<b>Spring and New Life: What is a life cycle?</b>
<b>Key Themes:</b>	<b>Space</b>
<b>Memorable Experience:</b>	<b>Hall Hill Farm</b>

### EYFS Framework:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

### ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Development Matters:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

### Rationale:

From the moment children are born, they begin their exploration and discovery of the world and their place within it, often using all their senses as part of this never-ending process. Starting with the people and spaces closest to them, carefully and curiously navigating and making sense of their home, to then stepping outside and building a familiarity with the places and spaces nearby, to learning about communities and landscapes across the world. Designed to stimulate learning about animal life cycles and growing up, reception children are inspired by stories and first-hand observations

### Prior Knowledge:

Children may have an understanding of some knowledge about growing up and life cycles.

Children will have some prior knowledge of seasons and weather from previous units of work.

### What do we intend pupils to know and be able to do at the end of this unit?

- To name animals and their young
- To explore how to look after animals
- To understand about life cycles
- To explain the differences in the seasons – Autumn, Winter and Spring



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Share books about lifecycles. Some examples include:

- Lifecycles: Seed to Sunflower
- The Amazing Plant Life Cycle Story
- The Extraordinary Gardener
- From Tadpole to Frog
- Tabitha's Tadpole
- Tadpole's Promise
- The Very Hungry Caterpillar
- The Tiny Seed

I can discuss caring for living things and the environment.

- Explore things they have observed such as plants, animals, natural and found objects.
- Make observations of animals and plants and explain why some things occur and talk about changes.
- Children to recognise that some environments are different to the one in which they live –Farm - Explore the natural world around them.
- Know some similarities and differences between contrasting environments in this country - contrast rural and urban - farm and city (Easington/London)
- VISIT – Hall Hill Farm

### Visit to Seven Stories (Rosie's Walk)

In this classic tale of 'overcoming the monster', join Rosie on a stroll through the farmyard and discover just how brave one little chicken can be! Will Rosie make it back home to the safety of her cosy straw nest or will Fox finally catch her? Learn all about the life of chickens down on the farm in this engaging interactive storytelling workshop. With our chicken-expert Story Catchers, you'll look at the life cycle of an egg, what chickens eat and where they live, and we'll work together to build our own giant nest!

## Spring and New Life: What is a life cycle?

Drawing farm maps.

- Using the map from Julia Donaldson's book 'What the Ladybird Heard' as an example



### Key Vocabulary:

- |                   |          |
|-------------------|----------|
| - Life Cycle      | - Senses |
| - Observation     | - Grow   |
| - Familiar Plants | - Baby   |
| - Natural World   | - Child  |
| - Touch           | - Adult  |

I can understand changes in my lifetime

- Talk about and understand changes in their own lifetime, by creating a personal timeline.
- Changes, include: baby, toddler, child, teenager, adult, elderly, ages.
- Explore life cycles of other animals such as:
  - butterflies,
  - frogs,
  - sunflowers,
  - chickens

I can observe the Spring weather

- I can explain how the weather is different from other seasons
- I can describe how to dress appropriately for the weather in Spring
- I can explain why spring weather is ideal for 'new life'