



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

## Our Curriculum – Medium-Term Planning



<b>Term and Year:</b>	<b>Summer 1</b>
<b>Class:</b>	<b>EYFS</b>
<b>Subject:</b>	<b>Understanding The World</b>
<b>Key Unit Question:</b>	<b>What is compost?</b>
<b>Key Themes:</b>	<b>Environment</b>
<b>Memorable Experience:</b>	<b>East Durham Garden Centre</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: 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 exploring 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 simulate learning about plant life cycles and growing plants and flowers, 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 understand that plants grow from seeds
- To explore the natural world around them and identify different plants and flowers
- To understand about life cycles of plants/flowers
- To explain the differences in the seasons – Autumn, Winter and Spring



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Share stories including:

- Jack and the Beanstalk
- Jim and the Beanstalk
- Titch
- A Tiny Seed
- The Life Cycle of a Bean
- The Enormous Turnip
- Jasper's Beanstalk
- Oliver's Vegetables
- Growing Vegetable Soup
- From Seed to Plant

Activities:

- Cress/grass heads
- Grow beans/vegetables
- Plant a herb garden
- Seed bombs
- Pressing flowers
- Leaf compost
- Fruit/Vegetable tasting
- Plant/fruit/veg dissecting

By being involved in the planting and nurturing of seeds and bulbs, children can watch nature in action at first hand. They can learn about the importance of light, water and temperature to plants.

- I can understand changes and chronology by exploring life cycles of plants and flowers (links to previous unit)
- I can understand what plants need to grow
- I can understand that plants grow from seeds

Link to Expressive Arts:

After close observation, draw pictures of the natural world, including animals and plants.

- Giuseppe Archimboldo - making our own fruit and vegetable pictures
- Vincent Van Gogh - using different media we will create our own version of Van Gogh's famous Sunflower painting

## What is compost? Growing Summer 1

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 growing plants
- Daily Weather reports  
Looking for Signs of Spring- Talking about nature walks- what have you found. How do we know it is Spring?

Key Vocabulary:

- |                 |          |
|-----------------|----------|
| • Compost       | • Seed   |
| • Biodegradable | • Flower |
| • Rot           | • Grow   |
| • Stew          | • Tree   |
| • Organic       | • Plant  |
| • Waste         | • Soil   |
| • Sun           | • Water  |

I can discuss caring for living things and the environment

- Explore things they have observed such as plants, fruits and vegetables
- Make observations of flowers 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
- Know some similarities and differences between contrasting environments e.g., different countries and the different fruit/vegetables/plants/flowers that grow there