EYFS - AUTUMN TERM

Objectives from EYFS Curriculum being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ *Understanding the World (The Natural World) – Understand some important processes and changes in the natural world around them, including the seasons and changing matter.* ☐ *Understanding the World (The Natural World)* – Explore the natural world around them, making observations and drawing pictures of animals and plants.	I can look outside and describe today's weather using words like sunny, rainy, windy, or cloudy. I can match the right clothes to the weather (e.g., wearing a coat when it is cold, using an umbrella when it rains). I can name things you find in a forest (like trees, leaves, logs, and plants). I can talk about what a forest looks or feels like. I can explain that some bears live in forests and woodlands. I can name parts of a bear's forest home (like a den or a river for fish).	Weather patterns LO: To observe, measure, and talk about daily weather patterns. Features of a forest (Bears) LO: to learn about the features of a forest environment and to understand how a bear lives in a forest.	Weather, sunny, cloudy, rainy, windy. Woods, forest, trees, logs, plants, bears, homes.

☐ *Understanding the World (The Natural World)* – Explore the natural world around them.	I can spot the differences between a house, a flat, and a bungalow. I can use words like *tall*, *stairs*, or *garden* to describe different homes. I can talk about what type of home I live in. I can name different buildings in a town (like shops, a bank, a church, or a library). I can talk about what people do inside those buildings.	Homes LO: To identify and name different types of homes. LO: To notice and name the different buildings in our local area.	
☐ *Understanding the World (The Natural World) – Understand some important processes and changes in the natural world around them, including the seasons and changing matter.*	I can describe a cold place using words like *ice*, *snow*, and *freezing*. I can name an animal that lives in the ice and describe what it looks like. I can describe a hot place using words like *sand*, *sun*, and *dry*. I can name an animal that lives in the desert and talk about how it lives there.	Hot and Cold Places - Ice Worlds LO: To explore a cold, icy environment and the animals that live there. Desert Lands LO: To explore a hot, sandy environment and the animals that live there.	Environment, cold, snow, sleet, ice, frost, blubber, fur, arctic, antarctic, hot, desert, animals, sand, sun, dry.

EYFS - SPRING TERM

Objectives from EYFS being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ *Understanding the World (People, Culture and Communities)* – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ☐ *Understanding the World (The Natural World)* – Understand some important processes and changes in the natural world around them, including the seasons. ☐ *Understanding the World (The Natural World)* – Explore the natural world around them, making observations and drawing pictures of animals and plants.	I can look for and name signs of Spring in nature (like green buds, flowers blooming, and warmer days). I can name some animals we see born in Spring (like lambs and baby birds). I can name different animals that live on a farm (like cows, sheep, pigs, and ducks). I can talk about what farm animals look like and the sounds they make. I can name some plants and crops that grow on a farm (like wheat, vegetables, or fruit). I can explain that some of our food comes from crops grown by a farmer. I can describe how a baby chick hatches out of an egg. I can talk about how a chick changes as it grows bigger into a chicken. I can look closely at a daffodil and talk about its parts (like the yellow petals, the stem, and the cup). I can draw a picture of a daffodil using what I can see.	Homes LO: To identify and name different types of homes. LO: To notice and name the different buildings in our local area. FIELDWORK: What is a library? LO: to understand the purpose of a library and how it works. Signs of Spring LO: To identify the signs of Spring and name Spring animals. LO: to understand how a chick hatches and grows into a chicken. LO: to learn the stages of a butterfly's lifecycle. LO: to closely observe a spring flower (daffodil) and draw its features.	Flat, bungalow, homes, house, tall, stairs, garden, building, library, shop, church. Spring, Springtime, buds, flowers, boom. Lambs, birds, chick, egg, growth, hatch, butterfly, caterpillar, cocoon, chrysalis, daffodil, stem, cup, petals.

EYFS - SUMMER TERM

Objectives from EYFS being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ *Understanding the World (The Natural World)* – Explore the natural world around them, making observations and drawing pictures of animals and plants. ☐ *Understanding the World (The Natural World)* & *(People, Culture and Communities)* – Explore the natural world around them / Describe their immediate environment. ☐ *Understanding the World (The Natural World)* Know some similarities and differences between the natural environment around them and contrasting environments	I can plant a sunflower seed in soil and talk about how to look after it. I can explain that a plant needs water and sunlight to grow big and strong. I can sequence the stages of a butterfly's life (egg, caterpillar, cocoon/chrysalis, butterfly). I can explain that a caterpillar changes into a butterfly. I can talk about similarities and differences between Rayleigh / school environment and another place (Australia) I can explain that a library is a place where we borrow and return books. I can talk about how we look after books and use quiet voices in a library.	Signs of spring (continued) LO: to learn how to plant a seed and understand what it needs to grow. Planting sunflowers - Giants / growing Farms (BARLEYLANDS TRIP) LO: to identify common farm animals and talk about how they live on a farm. LO: to understand that farmers grow crops for us to eat. The Little Red Hen - farm animals, farming crops, where does our food come from?	Plant, seed, grow, sunflower, water, sunlight, cows, pigs, sheep, ducks, farm, fruit, vegetables, crops, farmer.=, food.