


| | | | | Nursery | | |
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|  | | | | Understanding the World | | |
| | | | | Autumn | Spring | Summer |
| Nursery | <p>Past and Present:</p> <p><i>As time detectives, we will use our curiosity and noticing superpowers to:</i> Begin to talk about things that have happened earlier in the day (e.g., “We had snack”, “We played outside”). Notice simple changes over short periods of time (e.g., “It’s darker now”, “The leaves have fallen”). Join adults in looking closely at photos or objects from earlier in the day or week, showing interest in what we did before. Notice changes in our <i>local area</i> on short walks around school (e.g., leaves falling in the school grounds, puddles forming on the yard).</p> <p>People, Culture & Communities:</p> <p><i>As community explorers, we will use our curiosity, kindness and collaboration superpowers to:</i> Engage in short moments of joint attention with adults when looking at books, photos or objects together. Respond to adult guidance about treating living things with care, such as being gentle with class pets, plants or minibeasts.</p> | <p>Past and Present:</p> <p><i>As time detectives, we will use our curiosity and noticing superpowers to:</i> Begin to talk about things that happened earlier in the day or week (e.g., “We planted seeds yesterday”). Notice simple changes over time in our environment or routines (e.g., “The ice has melted”, “Our plants have grown”). Join adults in looking at photos or objects from earlier events and show interest in what happened before. Talk about changes we notice on our walks around the school grounds or local green spaces (buds, frost melting).</p> <p>People, Culture & Communities:</p> <p><i>As community explorers, we will use our curiosity, kindness and collaboration superpowers to:</i> Respond appropriately to adult guidance about treating living things with care, such as plants, minibeasts or class pets. Work alongside adults, imitating their actions as they care for living things (watering plants, feeding animals, gentle handling). Learn about people who help us in our <i>local community</i> (e.g., the lollipop person outside school, shop workers, postal workers).</p> | <p>Past and Present:</p> <p><i>As time detectives, we will use our curiosity and noticing superpowers to:</i> Narrate, step-by-step, how a plant or animal is changing as it grows (e.g., “First it was a seed... now it has leaves”). Talk about things that happened earlier in the week or term, using simple time language such as <i>yesterday, last time, before, after</i>. Begin to notice and talk about changes over longer periods (e.g., “Our caterpillars are bigger now”, “The weather is warmer than before”). Look at photographs of family members or past events and name familiar people, showing interest in their own personal history. Begin to compare “then” and “now” in simple ways (e.g., “I was smaller when I started nursery”). Talk about familiar routines that happen every year (e.g., birthdays, summer weather, growing plants). Talk about how our local environment changes in summer (flowers growing, insects appearing, warmer weather).</p> <p>People, Culture & Communities:</p> | | | |

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| | <p>Begin to show interest in the people around us and what they are doing (e.g., watching adults model play, noticing peers' actions). Join in simple shared routines that help us feel part of our nursery community (e.g., tidy-up time, snack time). Recognise familiar places in our local area such as our school entrance, the yard, the hall and the nursery garden.</p> <p>The Natural World:</p> <p><i>As nature investigators, we will use our curiosity, exploration and problem-solving superpowers to:</i> Actively collect and transport natural and everyday materials (e.g., leaves, stones, blocks, cups), showing curiosity about how things move and feel. Explore simple sensory properties of materials with adult support (e.g., wet/dry, rough/smooth, soft/hard), showing engagement through facial expressions or body language. Use very simple adjectives to describe materials (e.g., cold, soft, wet, hard). Sustain interest in action-and-reaction toys, exploring how pressing, pushing, turning or shaking creates an effect. Improve techniques with action-and-reaction toys over time (e.g., knowing which button makes the sound, which lever makes something pop up). Join adults in respectful observations of living things, such as plants, minibeasts or animals, showing curiosity and care. Begin to notice simple changes in the natural world (e.g., leaves falling, rain making puddles, frost on the grass).</p> | <p>Begin to describe and enact simple rules of familiar community figures (e.g., "The lollipop person helps us cross safely", "Firefighters wear helmets"). Join in shared routines that help us feel part of our nursery community (e.g., caring for plants, tidying shared spaces).</p> <p>The Natural World:</p> <p><i>As nature investigators, we will use our curiosity, exploration and problem-solving superpowers to</i> Collect materials for a specific purpose (e.g., "I need sticks to build a bridge") and begin to explain why we chose them. Explore and select materials based on their properties (e.g., "This one is strong", "This one bends"). Make simple mechanisms work, such as pegboard cogs, wheels, axles and construction kit parts, to achieve a particular goal. Create our own action-and-reaction games, such as water-flow structures or simple wheeled vehicles, and give very simple explanations of how they work. Observe living things closely and respond with care, curiosity and gentle behaviour. Notice simple changes in the natural world (e.g., buds appearing, frost melting, worms coming out after rain). Explore natural materials found in our school grounds and local green spaces such as Wallsend Dene (sticks, mud, leaves, stones).</p> | <p><i>As community explorers, we will use our curiosity, kindness and collaboration superpowers to:</i> Name family members in photographs and talk about who is important to us. Enact or describe aspects of cultural celebrations in simple terms, using new vocabulary accurately (e.g., "We danced with ribbons", "We lit a candle"). Work alongside adults, imitating their actions as they care for living things (watering plants, feeding animals, gentle handling). Talk about places we visit in our local area (parks, shops, gardens) and recognise them in photos. Begin to talk about simple community roles (e.g., "The gardener helps plants grow", "The cleaner keeps our classroom tidy").</p> <p>The Natural World:</p> <p><i>As nature investigators, we will use our curiosity, exploration and problem-solving superpowers to:</i> Actively explore the properties of everyday materials through spontaneous experimentation (e.g., "This one bends", "This one floats"). Collect materials for a purpose and explain why we chose them (e.g., "I need strong sticks for my bridge"). Demonstrate a range of actions with remote-control toys, exploring how movement changes when we press different buttons. Create simple action-and-reaction structures such as water channels, ramps or wheeled vehicles, giving very simple explanations of how they work. Narrate how a growing plant or animal is changing over time, noticing new features and stages. Observe living things closely and respond with care, curiosity and gentle behaviour.</p> |
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| | Explore seasonal changes in our <i>school grounds</i> (e.g., leaves falling, puddles forming, wind blowing). | | Explore minibeasts and plants found in our <i>school grounds</i> and local parks (Wallsend Parks, Richardson Dees Park). Explore seasonal changes in summer, such as warmer weather, longer days and changes in plants and insects. Use simple scientific vocabulary to describe what they notice (e.g., <i>dry, sticky, melting, growing, changing</i>). By Summer, children will be ready for Reception because they can: Notice and talk about changes over time Use simple scientific vocabulary Recall events from earlier in the day/week Show care for living things Explore materials and mechanisms with purpose Make simple predictions Talk about family and personal history Understand simple community roles |
| Vocabulary | Autumn Wet, dry Soft, hard Smooth, rough Hot, cold Dark, light Big, small Leaf, rain, wind | Spring Strong, bendy Float, sink Melt, freeze Grow, change Bud, root, stem Gentle, careful Lollipop person, firefighter | Summer Predict, next, before, after Warm, sunny, shade Insect, minibeast, chrysalis Life cycle, seed, leaf, flower Sticky, melting, drying Safe, protect, hydrate |
| How adults support this: | Autumn Model noticing changes in the environment (rain, leaves, light/dark). Use simple scientific vocabulary (wet, dry, soft, hard) with repetition and visuals. Provide sensory materials for exploration (water, sand, leaves, ice, dough). | Spring Model describing materials using simple adjectives (strong, bendy, smooth). Support children to choose materials for a purpose ("You chose sticks because..."). Provide opportunities to explore mechanisms (cogs, wheels, axles). Use photos to talk about events from earlier in the week. | Summer Support children to narrate changes over time in the local environment (plants growing, caterpillars changing). Introduce simple time vocabulary (yesterday, before, after, last time). Model predicting what might happen next in the natural world. |

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| | <p>Support children to explore action-and-reaction toys, modelling how they work.</p> <p>Use photos and objects to talk about earlier events in the day.</p> <p>Model gentle behaviour with plants, animals and minibeasts.</p> <p>Encourage joint attention by looking at books, photos and objects together.</p> <p>Narrate what children notice to build early scientific language.</p> <p>Model noticing changes in the <i>local environment</i> (yard, garden, school grounds).</p> <p>Use photos of local places (school entrance, yard, garden) to support talk about past events.</p> <p>Encourage children to explore natural materials found outdoors in Wallsend.</p> | <p>Model caring for living things (watering plants, feeding pets).</p> <p>Introduce simple community roles (lollipop person, firefighter, shop workers).</p> <p>Support children to notice seasonal changes in the <i>local area</i> (buds, frost melting).</p> <p>Extend children's curiosity with open-ended questions ("What do you think will happen?").</p> <p>Provide opportunities to explore natural materials from local green spaces.</p> | <p>Provide materials for purposeful exploration (floating, sinking, melting, drying).</p> <p>Encourage children to compare "then and now" using photos and memories.</p> <p>Support children to talk about family members and personal history.</p> <p>Model safe behaviour outdoors in local spaces (sun safety, hydration, gentle handling of insects).</p> <p>Provide opportunities to explore summer seasonal changes (longer days, insects, flowers).</p> <p>Encourage children to talk about places they visit in Wallsend (parks, shops, gardens).</p> |
| <p>Experiences</p> | <p>Autumn</p> <p>Explore Autumn leaves, conkers, pinecones and puddles.</p> <p>Watch rain, wind and light changes outdoors.</p> <p>Play with action-and-reaction toys (pop-ups, buttons, levers).</p> <p>Look at photos of the day's events.</p> <p>Care for plants or class pets with adult support.</p> <p>Explore ice, water and sand.</p> <p>Join simple routines (tidy up, snack time).</p> <p>Walk around the school grounds to spot autumn changes.</p> <p>Explore puddles, leaves and wind in the yard.</p> <p>Look at photos of familiar local places.</p> | <p>Spring</p> <p>Plant seeds and watching them grow.</p> <p>Explore frost, ice melting and spring weather.</p> <p>Use cogs, wheels, ramps and simple mechanisms.</p> <p>Care for plants and minibeasts.</p> <p>Explore materials for a purpose (sticks for bridges, stones for paths).</p> <p>Look at photos from earlier.</p> <p>Learn about community helpers (lollipop person, firefighter).</p> <p>Visit the local Sports Centre for swimming lessons.</p> <p>Observe local community helpers (lollipop person).</p> <p>Exploring natural materials collected from the school grounds.</p> | <p>Summer</p> <p>Observe caterpillars, butterflies, worms and insects.</p> <p>Exploring minibeasts and plants in the school garden and local parks.</p> <p>Explore floating, sinking, melting and drying.</p> <p>Create simple water channels and ramps outdoors.</p> <p>Talk about family photos and personal history.</p> <p>Explore summer weather (sunshine, shadows, warm days).</p> <p>Make simple predictions about natural changes.</p> <p>Care for plants and noticing new growth.</p> <p>Talk about places we visit in Wallsend during summer.</p> <p>Observe summer changes in the local environment.</p> |