

<p>Understanding the World: <i>The World</i></p>	<p>30-50 months</p> <ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment. 	<p>Senses</p> <p>All About Me</p> <p>Celebrations & Festivals</p> <p>Houses and Homes</p> <p>Cold Places & Weather</p>	<p>The children explore the 5 senses and carry out experiments with smell, sight, sound and texture (touch). Children talk briefly about natural and man-made objects/textures. Children are supported to create links and recognise similarities, e.g. slimy and smooth, and they are supported to identify differences. This learning feeds into the next topic of houses and homes, where children talk about the different materials used to build houses. The children are then asked to recognise similarities and differences between materials, e.g. glass is smooth and wood can be smooth, but bricks and sticks are rough and sharp.</p> <p>Using mirrors children explore their own features and then compare themselves with peers, identifying similarities and differences, e.g. gender, skin colour, eye colour, hair colour, etc. Children use a non-fiction text looking at different people from around the world. Children talk about features that can/cannot be changed, e.g. we can dye our hair, but we cannot change our eye colour.</p> <p>We teach about lifecycles and how the physical appearance of humans changes over time. We also teach the technical vocabulary used to label these ages/stages, e.g. teenager.</p> <p>Children are encouraged to share their cultural experiences. They are taught about several different cultural festivals and experiences, e.g. Diwali dancing, painting diva lamps, African mask painting, Eid prayer times, Chinese dragon dancing and food tasting from many countries/cultures. Children can dress up and use role-play resources to engage in first-hand experiences.</p> <p>Children are taught technical names for houses and are asked to describe their own homes, e.g. semi-detached. They look at cultural homes from around the world and identify the materials used to create them. They compare houses from different climates, e.g. houses built from mud in hot countries to keep cool and houses painted white to deflect the sun's heat.</p> <p>Many experiments are carried out into water and the changes that can occur, e.g. freezing, melting, and evaporation. We use the water cycle display in the playground and the outdoor water wall to model aspects of the water cycle. The children learn about animals living in cold places, such as penguins and identify features that allow them to survive in freezing conditions. We cover few aspects of adaptation and how a penguin uses flippers to swim fast in the cold water. The children learn some technical vocabulary and can name different types of penguins and recognise similarities and differences between species. We focus here on the natural world, a different environment, a</p>
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	<p>40-60 months</p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. 	<p>Journeys & Holidays</p>	
	<p>ELG</p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 		

<p>Expressive Arts & Design: <i>Exploring and Using Media and Materials</i></p>	<p>30-50 months</p> <ul style="list-style-type: none"> To begin to be interested in and describe the texture of things. 	<p>Senses</p> <p>Houses and Homes</p> <p>Dinosaurs</p> <p>The World – Space</p> <p>The Environment</p>	<p>Whilst exploring the 5 senses, children are exposed to many different materials and are supported to describe textures, e.g. rough, smooth, slimy, etc. This is usually evident in the Reception writing books.</p> <p>Children use the story 'The Three Little Pigs' to discuss materials. The children learn which materials are stronger and which would be best for building different things.</p> <p>Children learn about the different types of dinosaurs and how the texture of their body/skin played an important part in their survival.</p> <p>Children learn about the features of different planets. They need to know about hot planets, cold planets, rocky planets, etc. They create models using balloons and paper Mache to show the different textures/surfaces of different planets.</p> <p>Identifying the different materials for recycling – textures.</p> <p>Throughout each of these topics the children are encouraged to design and build in the creative area using a wide range of textured resources.</p>
	<p>EYFS - School Trip</p>	<p>Imagine That!</p>	<p>Our end of year trip is at Imagine That! In Liverpool. It is a Science and Discovery Museum with a range of fun, hands on activities for children to explore in a well-designed education centre.</p>