

		Nursery T1	Nursery T2	Nursery T3	Reception T1	Reception T2	Reception T3
	Prior Learning						
	Substantive Knowledge	<p>People, culture and communities A1 Make connections between the features of their family and other families. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Shows interest in the lives of people who are familiar to them.</p> <p>A2 Understand that they have similarities and differences that connect them to, and distinguish them from, others. Develop positive attitudes about the differences between people.</p> <p>The natural world A1 Explore natural materials, indoors and outside. Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. school, home. Notices features of objects in their environment. Explores the local area – adults talking about different parts e.g. school grounds Make simple observations about the environment. Observes the immediate world around them. Explore materials with different properties. Make independent observations of basic features in the local environment. Can identify pictures of different types of places in books - fiction and non-fiction / photographs. Observe what happens when pressing buttons on digital / interactive toys</p> <p>A2</p>	<p>People, culture and communities S1 Continue developing positive attitudes about the differences between people. Beginning to recognise some of things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>S2 Show interest in different ways of life indoors and outdoors. Enjoy joining in with family customs and routines. Show interest in the lives of people who are familiar to them.</p> <p>The natural world S1 Use all their senses in hands on exploration of natural materials. Know the name of their school Know that school is in the local area Make simple observations about a range of materials – indoor and outdoor</p> <p>S2 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment. Know that humans need food to keep healthy Make accurate observations with support Identify different weathers Explores cause and effect but changes a variable e.g. Floating and sinking - will it float if there is more water? Begin to identify some seasonal</p>	<p>People, culture and communities S1 Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Remembers and talks about significant events in their own experience. Recognise and describe special times or events for family or friends.</p> <p>S2 Shows interest in different ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Know and talk about the place where they live. Draw a simple map or plan linked to story with support Talk about the similarities and differences between pictures of places with support Know the names of some of the different buildings from stories e.g. house, cottage, castle</p> <p>The natural world S1 Comment on plants in the environment Name and identify animals in stories Shows an interest in simple maps and globes with an adult</p>	<p>People, culture and communities Explains and enjoys joining in with family customs and routines. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Knows that other children do not always enjoy the same things, and is sensitive to this.</p> <p>The natural world Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explain the need to respect and care for the natural environment and all living things. Explain the differences and similarities between materials and changes they notice. Describing the changing seasons on the natural world around them.</p>	<p>People, culture and communities Draw information from a simple map. Name, understand and explain that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between the school environment and home environment.</p> <p>The natural world Explore and comment on the natural world around them, Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>People, culture and communities Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The natural world Explore the natural world around, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around and contrasting environments, drawing on 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.</p>

		<p>Make observations about the environment – animals and people Make simple observations about the environment – weather. Begins to understand growth, decay and changes over time. Notices detailed features of objects in their environment. Comments on what they can see. Talks about some of the things they have observed such as plants, animals, natural and found objects. Explores local environments. Shows care and concern for living things and the environment. Talks about why things happen and how things work. Understand that touching an interactive whiteboard or tablet will have an effect</p>	<p>changes with support. Begin to understand some basic positional language Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the simple key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. S2 Identify main parts of a plant e.g. leaf and flower Begin to understand the need to respect and care for the natural environment and all living things. Make observations about the environment and seasonal change with support Make observations of different materials and identify their properties with support Observes something with interest Begin to identify some simple seasonal changes independently Understand the functions of buttons on more complex digital / interactive toys Able to select and use a simple App on a tablet or electronic device independently</p>			
	Human and Physical processes						
	Key Vocab						
Geographic concepts (Thinking like a	Where is this place?						
	What is it like and why?						

	Human & physical features						
	How and why is it changing?						
	How does this place compare with other places?						
	Enquiry (including fieldwork)	Make observations in and around school					