

	<p>Year group: Nursery</p>	<p>Area/topic: Seasonal changes</p>
<p>(objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> *Use all their senses in hands-on exploration of natural materials. *Explore collections of materials with similar and/or different properties. *Talk about what they see, using a wide vocabulary. *Begin to understand the need to respect and care for the natural environment and all living things. 		

Prior learning	Future learning
<ul style="list-style-type: none"> *Explore natural materials, indoors and outside. (Birth to three) 	<ul style="list-style-type: none"> *Explore the natural world around them. (Reception) *Describe what they see, hear and feel while outside. (Reception) *Recognise some environments that are different to the one in which they live. (Reception)

Working scientifically & encouraging scientific enquiry
<p>Classification & identification</p> <ul style="list-style-type: none"> *Drawing and sorting natural objects they find. *Grouping together natural objects that are similar. <p>Observation</p> <ul style="list-style-type: none"> *Look for patterns on the natural objects they find. *Drawing natural objects found. *Using natural objects to make pictures and patterns. *Using senses to discuss things seen on a walk and weather. <p>Comparative testing</p> <ul style="list-style-type: none"> *Explore weather and seasons outside whilst completing a simple experiment.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be taught to:</p> <ul style="list-style-type: none"> *With support, children will communicate what they can see happening to the weather e.g. encourage children to comment and discuss when it is raining outside. *Children will begin to recognise how the weather affects them e.g. rain makes their clothes wet. 	<ul style="list-style-type: none"> *Children can share what they notice in weather changes. *Children can verbally discuss natural objects and use their senses.

- *Begin to understand the need for different items of clothing dependent on the weather e.g. children need to wear wellies if it is raining or a sun hat in summer.
- *With support, recognise how things change outside when the weather changes e.g. when it rains, the leaves or grass become wet
- *With support, recognise how the weather affects animals. E.g. When it rains, do we see as many animals in the outdoor area? Do the animals hide from the rain?
- *Children will be taught to notice how nature is changing and growing as the weather and seasons change.
- *Children will be encouraged to discuss the weather, use suitable vocabulary to describe the weather.
- *Recognise that coats are no longer needed and jumpers can be removed if the weather is hot.
- *Children will explore and investigate things outside whilst beginning to 'have a go' at using a magnifying glass. Children may not use these correctly but will be introduced to the equipment.

- *Children will be actively learning through exploration and will keep trying even if they encounter difficulties.
- *Children will be seen to explore the surrounding natural environment and objects found there.
- *Children will begin to discuss similarities between natural objects and will be able to sort and group objects.
- *Children will be able to record observations of natural objects and weather through drawing.
- *Children will be able to discuss and record some patterns found on natural objects.
- *With support, recognise that things in the natural environment should not be damaged.
- *Children will begin to show care for things they encounter in the natural environment.

Key vocabulary

Natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern, weather, rain, sun, cloud, rainbow, snow, ice, frozen, freeze, frost, wind, hot, cold, wet, dry, planet, earth, moon, star

Common misconceptions

- *It only snows at Christmas.
- *It is always hot in summer.
- *When the sun shines, it means it is hot.
- *Shells are only found at the beach.
- *Feathers only come from dead birds.
- *Children may confuse a magnifying glass with a mirror.

Books linking to this area

Traditional stories and nursery rhymes

- *Rain, Rain Go Away.
- *Rain on the Green Grass.
- *It's Raining, It's Pouring.
- *I Hear Thunder.
- *Incy Wincy spider.

Other texts:

- *Percy the Park Keeper by Nick Butterworth
- *We're going on a leaf hunt by Steve Metzger
- *Together with you by Patricia Toht
- *The rhythm of the rain by Grahame Baker Smith
- *Puddle by Hyeworth Yum
- *Rain by Sam Usher

Memorable first hand experiences

- *Children outside during different weather such as rain and wind to experience with their senses.

Opportunities for communication

- *Whilst children are outside exploring natural materials they find, adults to encourage children to discuss their senses with these.

- *Children outside jumping in puddles.
- *Children feeling and observing natural materials such as acorns, conkers, pinecones, bark, shells, leaves etc.
- *Children to meet a real tree surgeon/farmer/gardener.
- *A walk outside of school to discover natural materials.
- *Watching a weather report.
- *Using magnifying glasses to observe. Children may not use these correctly but will be introduced to the equipment.

- *Adults to encourage children to talk about where objects might come from e.g. whether they are part of a plant or animal.
- *Encourage children to discuss any patterns they notice on the natural materials.
- *Encourage children to ask questions about the surrounding natural environment and the natural materials in the classroom.

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Reasonable adjustments for pupils with SEND

Communication and Interaction

- *Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.
- *Freedom to explore scientific equipment and investigate in own way.
- *Hands on experiences to encourage communication and interaction with others.
- *Pre teaching any new vocabulary.

Cognition and Learning

- *Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.
- *Freedom to explore scientific equipment and processes.
- *Pre teaching new vocabulary or concepts.
- *Activities adapted if needed for safety and ease.
- *Visual aids, pictures of equipment, mats with key words and pictures
- *Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.
- *Using working walls to aid learning and remind of previous learning.

Social, Emotional and Mental health

- *Awareness of individual needs, any potential triggers within the curriculum and the child's background.*
- *Pre prepare children for any activity they could find triggering or difficult in some way.*
- *Practical activities or experiments to be completed within a smaller group or 1:1 if needed.*
- *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.*
 - *Adjustments made where needed to suit individual.*

Sensory and Physical

- *Adult support with any practical activities.*
- *Awareness of the individual's likes or dislikes and their own reactions to sensory activities.*
- *If a child enjoys sensory activities, then plan for this wherever possible within the lesson.*