



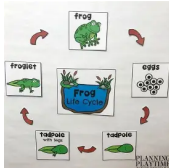



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| Environmental Change | | How is our environment changing, and how can we help protect the future of our part of Wales? | | | | |
| How does nature change over time? | | Essential Questions What changes can we see in our outdoor areas? | | What can we do to look after nature? Why is it important to care for our environment? How does nature change through the year? | | |
| <p style="text-align: center;">H&WB</p>  | | <p style="text-align: center;">LLC</p>  | <p style="text-align: center;">Humanities</p>  | <p style="text-align: center;">M&N</p>  | <p style="text-align: center;">Sci&Tech</p>  | <p style="text-align: center;">Expressive Arts</p>  |
| Why am I learning this? | | | | | | |
| <p>To help me to: Notice changes in plants, weather, and habitats and to understand that living things grow/ change. Recognise that living things (including themselves) need the right kinds of food to grow and stay healthy. People can affect environments positively or negatively. Understand that they can help look after shared spaces.</p> | | <p>To help me to: Respond to simple questions about stories and recall key events. Use descriptive vocabulary to talk about foods. Use context and pictures to help me understand the meaning of what I read. Write using familiar words and phrases. Communicate meaning using extended speech and gesture. Use language to describe how one stage leads to another.</p> | <p>To help me to: Recognise that different creatures need different habitats to survive. Know that my actions can help care for creatures and their environment. Begin to describe simple patterns in seasonal change. Develop early responsibility for the natural world. Understand that everyone can contribute to their community. Show empathy for living things and talk about how creatures might feel when their needs are not met.</p> | <p>To help me to: Count objects reliably using one-to-one correspondence. Use marks, symbols and simple tallies to represent quantities. Begin to collect and sort simple information to create repeating patterns using familiar objects. Sort objects by size, colour, shape or texture begin to use shape language in context. Use natural materials to group, compare and arrange</p> | <p>To help me to: Explore natural objects and notice differences such as colour, texture, and shape. Sort items by simple properties. Observe and identify daily weather conditions using simple vocabulary. Learn that all living things grow, change, and have different stages in their lives. Develop observation skills and look closely to describe what I can see</p> | <p>To help me to: Explore how light creates shadows and experiment with drawing around them. Begin to identify colours, patterns, and textures found in nature. Use natural objects to create colour palettes and visual collections. Understand that technology can be used to create art. contribute ideas to the group drama. Using voice, movement and expression creatively</p> |

My learning experiences

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| <p>Season Spotters Walk explore the school grounds with magnifying glasses and clipboards. use sentence frames to describe changes: "I can see..." "I notice..." "It looks like..."</p> <p>Sound hunt and listening walk.</p> <p>Healthy vs Unhealthy Food Sorting (Story Link: Caterpillar's Big Meal) Use pictures or real foods to sort into "Good for caterpillars" "Not good for caterpillars"</p> <p>Use stimulus photos (clean playground vs messy playground). "How does this place make you feel?" "How do you think animals feel?"</p> | <p>Read stories and texts about lifecycles</p> <p>Choose what a real caterpillar might eat from a selection - flowers, leaves, twigs Use vocabulary (leaf, nibble, crunchy, juicy) and sentence stems: "I think the caterpillar would eat.."</p> <p>Dress-up using props for each season:Umbrellas Woolly hatsFlower crowns Sunglasses Role play seasonal scenarios and use relevant vocabulary.</p> <p>Sequence Lifecycles through Story Retelling Use simple pictures: Egg Caterpillar Cocoon Butterfly Retell using story stems like:"First..." "Then..." "After that..." "At the end..."</p> <p>Emergent Writing Options Write labels for the foods Make a "menu for a hungry caterpillar" Draw and annotate the lifecycle</p> | <p>Identify natural homes for mini-beasts: Under logs, In leaf piles Under stones In long grass</p> <p>Build a Bug Hotel Use sticks, bamboo, pinecones, and leaves from the school grounds</p> <p>Make a seasons timeline with pictures of nature linked to seasons.</p> <p>Sort Recyclables Use clean items (bottles, cardboard, cans) and labelled bins.</p> <p>Create child-friendly jobs: "Watering Warriors" "Litter Legends" "Bird Feeder Buddies"</p> <p>Fix My World" Problem-Solving Stations Set up simple scenarios with toys or pictures: Birds with no food A plant tipped over Litter in the playground A broken planter</p> | <p>Use simple tally marks, counters, or pictures.to count birds.</p> <p>Children count and record: Worms Slugs Ants Woodlice</p> <p>Counting objects up to 20 Matching numerals to quantities Using simple tallying.</p> <p>Use leaves, petals, sticks, or stones to create:Natural Material Pattern Making AB patterns (red leaf, yellow leaf) Shape patterns (round stone, long stick) Size patterns (big leaf, small leaf)</p> <p>Explore Repeating patterns by making Nature Shape Mandalas Using leaves, petals, stones, and sticks, children create mandalas outdoors.Skills:</p> | <p>Create seasonal treasure boxes (spring buds, autumn leaves, winter twigs, summer flowers). sort them by colour, texture, or size.</p> <p>Use a simple daily weather chart to identify: Rain Wind Sunshine Cold/frost - WELSH VOCAB - weather</p> <p>Explore and observe life cycles (tadpoles, chicks butterfly) Life Cycle Ordering Children order pictures:</p> <p>Tadpole → Froglet → Frog Seed → Shoot → Plant → Flower</p> <p>Caterpillar to Butterfly Outdoor Hunt Look for: Leaves with holes Caterpillars Cocoons (if present) Butterflies New leaves on trees</p> <p>Set up a simple bird-feeding station. Identify birds..</p> | <p>Shadow drawing Flower pressing</p> <p>Create seasonal treasure boxes and sort them by colour, texture, or size.</p> <p>Find colours outdoors that match a seasonal colour card:</p> <p>Set up a simple "photo station" outdoors. Children take a weekly photo of the same spot (e.g., tree, planter, field).</p> <p>Four Seasons Caterpillar" Drama Children act out the caterpillar in different seasons: Spring: munching leaves Summer: exploring flowers Autumn: hiding Winter: cocoon resting</p> |
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Suggested novels: The hungry caterpillar, egg, Little frog.

Suggested Launch: Children find a big egg in the classroom, who does it belong to? How can we care for it?

Suggested Landing: The Smashing TYY Potato Off

Pupil voice: