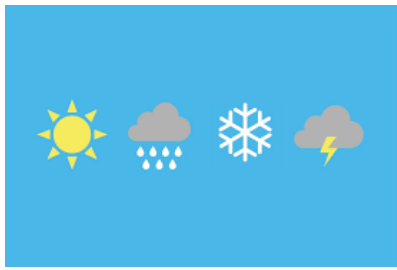


How Does Your Garden Grow?

Term 4 – Geography and Design & Technology



Geography Prior /Key Knowledge

EYFS

Draw information on a simple map

Understand the effect of changing seasons on the natural world around them.

Describe what they see, hear and feel whilst outside.

Explore the natural world around them.

Geography Key Skills

Identify seasonal and daily weather patterns in the United Kingdom

We will be observing the weather daily, noting how it changes from winter as we come into Spring.

Locate and identify hot and cold places around the world in relation to the Equator and the North and South Pole

We will be using globes and maps to find hot and cold places around the world and discussing their location in relation to the Equator.

Identify physical and human features of the Arctic and discuss what it would be like to live there.

We will be learning about life in the Arctic using geographic language to describe the physical and human features.

Geography Vocabulary

Physical features

These are the parts of our world that are made naturally, such as rivers, hills, mountains and

Human features

These are the structures built by humans. They could be things such as cities, towns, shops and bridges.

Weather

This is the state of the atmosphere around us such as heat, cloudiness, dryness, sunshine, wind, rain, etc.

Season

The four parts of the year (spring, summer, autumn, and winter) are marked by different weather patterns and daylight hours.

Environment

All the physical surroundings on Earth are called the environment. The environment includes everything living and everything non-living.



Design & Technology Prior /Key Knowledge EYFS

Know and talk about the different factors that support their overall health and wellbeing such as healthy eating.

Design and Technology

Key Skills

Use the basic principles of a healthy and varied diet to prepare dishes

As part of their work with food we will learn how to cook and apply the principles of nutrition and healthy eating.

Understand where food comes from. This will follow on from our work in the harvest assembly.

Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

We hope to use our planning skills and art skills to organize and resource a healthy café.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.