

## Nursery Autumn Term Inquiry – Humanities

### How do things change over time?

#### Essential Questions

#### How do things change after time?

#### Tuning In -



#### Why am I learning this?

- √To think about what I already know about change.
- To notice that people, animals, plants and places change over time.
- To look carefully at things and spot what is different.
- To compare before and now.
- To talk about things that have changed in our own lives.
- To look at how our homes, school and local area can change.
- To discover that some changes happen quickly

#### My experience as a learner

- Use my senses to explore and describe changes.
- Talk about changes I have experienced in my own life.
- Ask questions about why things change.
- Make predictions about what might happen next.
- Record my observations through drawings, photographs, marks, measurements and models.
- Use new vocabulary such as before, after, now, past, future, old, new, change, grow, same and different.

#### Finding Out -



#### Why am I learning this?

- Find out what changes over time.
- Explore how people, animals and plants grow and change.
- Investigate changes that happen quickly and slowly.
- Look at things from the past and compare them with now.
- Use photographs, objects and other clues to find out what has changed.
- Observe changes carefully and talk about what I notice.

#### My experience as a learner

- Compare photographs and objects from the past and present.
- Investigate changes that happen quickly and slowly.
- Explore changes to materials, such as ice melting, fruit changing and bread rising.
- Use my senses to observe and describe changes.
- Measure and compare things as they grow or change.
- Sequence events using first, next, then and finally.
- Take photographs and make drawings to record changes.



#### Why am I learning this?

- Sort things into groups to help me understand how they change.
- Compare things that are old and new.
- Put pictures and events in the correct order: before, now and after.
- Notice what is the same and what is different.
- Sort changes into things that happen quickly and slowly.
- Sort living things by how they grow and change.

#### My experience as a learner

- Talk with others about the changes we have discovered.
- Use new vocabulary to explain my ideas.
- Create timelines, sequences, charts or displays to show what I have learned.
- Make predictions about what might happen next.
- Begin to explain why things change.
- Share my discoveries and listen to different ideas.

#### Going Further -



#### Why am I learning this?

- Use what I have discovered to find out even more about change.
- Investigate changes that I am curious about.
- Find out why some things change quickly and others slowly.
- Make predictions about what might happen in the future.
- Explore what might happen if we change something ourselves.
- Use what I already know to explain new changes I discover.

#### My experience as a learner

- Use what I have already learned to investigate new changes.
- Follow my own interests and ask "I wonder..." questions.
- Explore things that change in different ways.
- Investigate changes that happen quickly and slowly.
- Make predictions about what might happen next.
- Carry out simple investigations to test my ideas.

#### Reflect & Act -



#### Why am I learning this?

- Think about what I have learned about change over time.
- Talk about the changes I have discovered.
- Share what I have found interesting or surprising.
- Think about how my ideas have changed as I have learned more.
- Use what I have learned to explain changes I see around me.
- Think about what might happen in the future.
- Decide what I would like to investigate or find out next.

#### My experience as a learner

- Think about and talk about what I have learned about change over time.
- Share my favourite discoveries and experiences.
- Explain some of the changes I have observed.
- Look back at my photographs, drawings and investigations.
- Compare what I thought at the beginning with what I know now.