

Subject: Science - The Natural World			
Year group: Foundation 1		Unit of Learning: All about me! On the Farm	
Future Learning			
In F2, pupils will develop their understanding of the natural world and the vocabulary associated with it including being able to name the parts of some plants including petals, leaves, trunk, branches . They will be able to specially identify a wider range animals found in our woodland and use the correct names to identify them insects, minibeasts, spider, snail, slug, ant, beetle, caterpillar, ladybird, woodlouse, earwig, hedgehog, rabbit, fox etc. They will learn about seasonal changes in greater detail, including harvest during late summer /early autumn. When learning about themselves they will learn the correct terms for the parts of the body head, neck, shoulders, arms, hands, fingers and thumbs, chest, stomach, legs, feet, toes and begin to understand we have five senses, sight, smell, taste, touch and hearing .			
Autumn 1			
Learning Objective	Substantive knowledge	Suggested Activity	Through Provision



<p>Stage 3 - The natural world To notice detailed features of objects in their environment.</p> <p>Stage 4 - The natural world To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>	<p>To know the different natural areas around school.</p> <p>To know that our woodland is a special place for nature.</p> <p>To know it is important to be quiet, careful and kind when exploring nature.</p> <p>To know the names of objects found in the natural environment plants, flowers, trees, grass, leaves, mud, soil, rocks, logs, insect, minibeast, bird, mouse, rabbit, hedgehog</p> <p>To know descriptive terms and names for sounds in the natural environment including rustle, crunch, tweet, bird song, squelch, wind, pitter-patter, splash, drip, snap</p> <p>To know the colour of items found in the natural environment red, yellow, orange, green, blue, purple, pink, white, black, brown, grey</p>	<p>Introduce 'Muddy Monday' sessions in the school grounds. Explore the school woodland. Discuss and ask questions about what they observe.</p> <p>Identify sounds in the natural environments</p> <p>Muddy Monday - collecting items of interest from our walk and naming them.</p> <p>Muddy Monday - spotting items outdoors linked to colours e.g. find something yellow - sunflower petals.</p>	<p><u>INDOOR PROVISION</u></p> <p>Malleable Area Forces / squash, squeeze, stretch, etc Recipe books Ingredients Tools/rolling pins Cutters/trays Play dough - different tools / malleable tools. Focus on fine motor strength / development</p> <p>Construction Area Forces Writing Box Clip boards Tape measures gloves/goggles Duplo Stickle bricks</p> <p>Water Area Wet and dry / sink or float? Fine motor: Sponges, flannels for squeezing Capacity language and experimenting Water wheels Pumps/pipettes Containers, jugs, funnels, numbered fish and fishing rods.</p> <p>Play tray/small world plants and animals / Where food comes from. Farm Dolls House</p>
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<p>Stage 3 - The natural world To enjoy playing with small world models, such as a farm, train track, cars.</p>	<p>To know that small world models have the same features as the full-size objects in the real world.</p> <p>To know how the objects behave / react in the real world and imitate their behaviour and actions in their play</p> <p>To know the names of common farm animals including cow, pig, sheep, chicken, hen, cockerel, horse</p> <p>To begin to know the names of common baby farm animals including calf, piglet, lamb, chick, foal</p> <p>To know the noises of common farm animals including moo, oink, baaa, cheep, cluck, cock-a-doodle-do, neigh</p> <p>To know the names of common farmyard items including, tractor, barn, farmyard, crops, pen, fence, stable,</p>	<p>Independent and guided play</p>	<p>OUTDOOR PROVISION</p> <p>Math table <i>Weighing / mass / comparing</i> Scales - objects for weight/balancing Counting various natural objects. Foam dominoes 10 frame stones</p> <p>Music Area <i>Sound / loud and quiet</i> CD Player - various nursery rhymes Traditional Nursery Rhymes Percussion Instruments Scarves, pom poms Ribbons</p> <p>Construction Area <i>Materials / Forces</i> Various sized natural wooden bricks Duplo on the grass (weather permitting)</p> <p>Water Area <i>Wet and dry / sink or float?</i> Number ducks / frogs Water wheels, jugs, funnels Nets Number songs -</p> <p>Wet Sand Area <i>Materials</i> Spades, buckets, rakes, various farm animal moulds. Play tray/small world/ role play <i>Life cycles / Living things</i> Babies, pram, baby items, blankets.</p> <p>Wheeled resources and track <i>Forces, speeding up slowing down</i> Scooters, trikes road signs, cones, traffic light</p> <p>Discovery Area <i>plants/ animals and their habitat/ changes</i> Bug hotels Minibeast identification posters Clipboards and pens Mud kitchen Mixing bowls, spoons, whisks, plates, cups, gloves, aprons, trowels, soil. Investigation kits Magnifying glasses, insect identification kits, insect catchers, binoculars</p>
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Subject: Science - The Natural World			
Year group: Foundation 1		Unit of Learning: Hedgehogs / Autumn	
Future Learning			
<p>In F2, pupils will develop their understanding of the natural world and the vocabulary associated with it including being able to name the parts of some plants including petals, leaves, trunk, branches. They will be able to specially identify a wider range animals found in our woodland and use the correct names to identify them insects, minibeasts, spider, snail, slug, ant, beetle, caterpillar, ladybird, woodlouse, earwig, hedgehog, rabbit, fox etc. They will learn about seasonal changes in greater detail, including harvest during late summer /early autumn. They will also learn about animals from a wider range of habitats including polar and jungle habitats.</p>			
Autumn 2			
Learning Objective	Substantive knowledge	Suggested Activity	Through Provision
<p>Stage 3 - The natural world To Notice detailed features of objects in their environment.</p> <p>Stage 4 - The natural world To talk about some of the things they have observed, such as plants, animals, natural and found objects. To ask questions and make comments about aspects of their familiar world. To Show care and concern for living things in the environment.</p>	<p>To know that hedgehogs are woodland creatures that live in the UK (our country)</p> <p>To know the names for the main parts of a hedgehogs body including head, eyes, nose, ears, mouth, teeth, spines, tail, feet, claws.</p> <p>To know the function of the main parts of a hedgehogs body including eyes - sight, nose-smell, ears -hear, mouth-eat, teeth - eat, spines protection, feet- movement, claws - movement - grip - feeding - eating.</p> <p>To know that hedgehogs curl up into a ball to protect themselves.</p> <p>To know that hedgehogs eat worms, beetles, slugs, caterpillars, earwigs, millipedes and fruit.</p> <p>To know that hedgehogs hibernate during the winter.</p> <p>To know that hibernation is a very long sleep that lasts throughout winter.</p>	<p>Talking about some of the things they have observed - hedgehog</p> <p>First-hand experience of a hedgehog to learn more about this woodland animal.</p> <p>Ask questions and make comments about aspects of their familiar world.</p> <p>Showing care and concern for living things in the environment.</p>	<p>INDOOR PROVISION</p> <p>Malleable Area Forces / squash, squeeze, stretch, etc Play dough - Bakery - Christmas themed. Playdough - hedgehogs - adding different amounts of wooden sticks for prickles.</p> <p>Construction Area Forces Writing Box Clip boards Tape measures gloves/goggles Duplo Stickle bricks</p> <p>Water Area Wet and dry / sink or float? / forces Fine motor: Sponges, flannels for squeezing Capacity language and experimenting Water wheels Pumps/pipettes Containers, jugs, funnels, numbered fish and fishing rods.</p> <p>Dry Sand Area Materials / forces Buckets, funnels, sized spoons, sand wheels, sieves.</p>

<p>Stage 3 - The natural world To Notice detailed features of objects in their environment.</p> <p>Stage 4 - The natural world To talk about some of the things they have observed, such as plants, animals, natural and found objects. To ask questions and make comments about aspects of their familiar world. To Show care and concern for living things in the environment.</p>	<p>To know the different natural areas around school. To know that our woodland is a special place for nature. To know it is important to be quiet, careful and kind when exploring nature.</p> <p>To know the names of objects found in the natural environment plants, flowers, trees grass, leaves, mud, soil, rocks, logs, insect, minibeast, bird, mouse, rabbit, hedgehog</p> <p>To know that we have four seasons.</p> <p>To know that it is now autumn</p> <p>To know that in autumn the leaves change colour and fall from some trees.</p> <p>To know that in autumn it is colder.</p> <p>To know that in autumn there is less sunlight and it gets dark earlier.</p> <p>To know that in autumn some plants die.</p>	<p>Developing an understanding of growth and decay over time. Weekly Muddy Monday walks to observe changes to plants and living things across the seasons.</p>	<p>Play tray/small world <i>Animals and their habitats</i> Farm Dolls House</p> <p><u>OUTDOOR PROVISION</u></p> <p>Math table <i>Weighing / mass / comparing</i> Scales - objects for weight/balancing Counting various natural objects. Foam dominoes 10 frame stones</p> <p>Music Area <i>Sound / loud and quiet</i> CD Player - various nursery rhymes Traditional Nursery Rhymes Percussion Instruments Scarves, pom poms Ribbons</p> <p>Construction Area <i>Materials / Forces</i> Various sized natural wooden bricks Duplo on the grass (weather permitting)</p> <p>Water Area <i>Wet and dry / sink or float?</i> Number ducks / frogs Water wheels, jugs, funnels Nets Number songs -</p> <p>Wet Sand Area <i>Materials</i> Spades, buckets, rakes, various farm animal moulds.</p>
<p>Stage 4 - The natural world To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>	<p>To know that it is now autumn</p> <p>To know that in autumn the leaves change colour and fall from some trees.</p> <p>To know in autumn leaves can be green, yellow, red, orange or brown.</p>	<p>Noticing detailed features of objects in their environment. Matching colours charts to autumn leaves found in the woodlands.</p>	<p>Wheeled resources and track <i>Forces, speeding up slowing down</i> Scooters, trikes road signs, cones, traffic light</p> <p>Discovery Area <i>plants/ animals and their habitat/ changes</i></p>

<p>To ask questions and make comments about aspects of their familiar world.</p> <p>To Show care and concern for living things in the environment.</p> <p>To Develop an understanding of growth and decay over time.</p>			
<p>Stage 4 - The natural world</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To ask questions and make comments about aspects of their familiar world.</p> <p>To Show care and concern for living things in the environment.</p> <p>To Develop an understanding of growth and decay over time.</p>	<p>To know that fruits and vegetables are natural and come from plants.</p> <p>To know that many fruits and vegetables have seeds inside.</p> <p>To know that seeds can grow into new plants.</p> <p>To know that we can't keep fruits and vegetables for a long time because they decay.</p>	<p>Developing an understanding of growth and decay over time.</p> <p>Cutting open a pumpkin and exploring inside. Available in continuous provision - story time text Pumpkin Soup</p>	

Subject: Science - The Natural World			
Year group: Foundation 1		Unit of Learning: Porridge and Piglet / Bears	
Future Learning			
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Spring 1			
Learning Objective	Substantive knowledge	Suggested Activity	Through Provision
<p>Stage 4 - The natural world</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To ask questions and make comments about aspects of their familiar world.</p> <p>To Show care and concern for living things in the environment.</p> <p>To Develop an understanding of growth and decay over time.</p>	<p>To know the names of objects found in the natural environment plants, flowers, trees grass, leaves, mud, soil, rocks, logs, insect, minibeast, bird, mouse, rabbit, hedgehog</p> <p>To know that we have four seasons.</p> <p>To know that it is now Winter</p> <p>To know that in winter the temperature is much colder.</p> <p>To know that in autumn there may be frost because it is so cold that water freezes and turns in to ice.</p> <p>To know that ice melts when it gets warmer (above 0°C).</p> <p>To know that in winter there is less sunlight and it gets dark earlier. (but the days will start getting longer again)</p> <p>To know that in winter there are fewer plants so it is harder for animals to find food.</p> <p>To know that in winter some animals hibernate and others move to warmer places</p>	<p><u>Muddy Monday</u> Winter walks - identifying and experiences seasonal changes. Identifying holly growing in the school grounds. Taking some cuttings to bring back to class. Discuss that not all tree lose / drop leaves before the winter arrives. Discuss 'evergreen' plants / trees. Talking about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p><u>Muddy Monday / Forest Friday</u> WEATHER DEPENDANT - Collecting small items from their walk. Place in a silicone bun case, add water and a piece of string / wool. Leave outdoors to freeze. Explore the effects of this through first-hand experience.</p> <p><u>Muddy Monday</u> Making bird feeders to hang out to care for birds during the winter season. Talking about some of the things they have observed, such as plants, animals, natural and found objects. Showing care and concern for living things in the environment.</p>	<p>OUTDOOR Math table <i>Weighing / mass / comparing</i> Scales - objects for weight/balancing Counting various natural objects. Foam dominoes Large 2D shape tiles. 0-20 wooden washing line. 0-10 wooden counting stackers</p> <p>Music Area <i>Sound / loud and quiet</i> CD Player - various nursery rhymes <i>Sound</i> Traditional Story CD Percussion Instruments Scarves, pom poms Ribbons, claves,</p> <p>Construction Area <i>Materials / Forces</i> First polydron (small) Large and small wooden bricks</p> <p>Water Area <i>Wet and dry / sink or float?</i></p> <p>Wet Sand Area <i>Forces/ materials</i> Scooters, trikes road signs, cones, traffic light Building Site - trucks, trowels, levels, spades, buckets, real bricks, tape measures, metre stick, vests, hard hats</p> <p>Wheeled resources and track <i>Forces, speeding up slowing down</i> Scooters, trikes road signs, cones, traffic light</p> <p>Discovery Area <i>plants/ animals and their habitat/ changes</i></p>

	<p>where there is more food. (migrate/migration)</p> <p>To know that in winter it may snow.</p>	<p><u>Muddy Monday</u> Identifying different environments linked to Bear Hunt story e.g. woodlands / forest, meadow / fields, rivers.</p> <p><u>Muddy Monday</u> Collecting outdoor natural materials, leaves, stones. Using these to make outlines of numerals</p>	<p>Mud kitchen Mixing bowls, spoons, whisks, plates, cups, gloves, aprons, trowels, soil. Investigation kits Magnifying glasses, insect identification kits, insect catchers, binoculars</p> <p>INDOOR Malleable Area Forces / squash, squeeze, stretch, etc Play dough - Bakery - traditional tale cutters. Construction Area Forces Magnetic tiles - 3D magnetic shapes Luna Park - gears and wheels and axles set Water Area Animals and their habitat Polar Regions North/South Pole animals, white rocks, iceberg, real ice Dry Sand Area Materials / forces Buckets, funnels, sized spoons, sand wheels, sieves.</p>
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Stage 3 - The natural world

Enjoying playing with small world models, such as a farm, train track, cars.
Noticing detailed features of objects in their environment.

CONTINUOUS PROVISION:

Arctic water tray, Snow Bear story crate, people who help role play, hospital and police small world, emergency vehicles car mat, dolls house, home corner.

Stage 4 - The natural world

To talk about some of the things they have observed, such as plants, animals, natural and found objects.

To ask questions and make comments about aspects of their familiar world.

To Show care and concern for living things in the environment.

To Develop an understanding of growth and decay over time.



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Future Learning			
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Spring 2			
Learning Objective	Substantive knowledge	Suggested Activity	Through Provision
<p>Stage 4 - The natural world</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To ask questions and make comments about aspects of their familiar world.</p> <p>To Show care and concern for living things in the environment.</p> <p>To Develop an understanding of growth and decay over time.</p>	<p>To know the names of objects found in the natural environment plants, flowers, trees grass, leaves, mud, soil, rocks, logs, insect, minibeast, bird, mouse, rabbit, hedgehog</p> <p>To know that we have four seasons.</p> <p>To know that it is now Spring</p> <p>To know that in spring the temperature begins to get warmer.</p> <p>To know that in spring there is more sunlight and it gets dark later.</p> <p>To know that in spring some plants begin to grow again.</p> <p>To know that in spring some trees will blossom.</p> <p>To know that trees begin to grow leaves</p> <p>To know that in spring animals will be more active - we will see more on our walks</p> <p>To know that in spring animals may have babies and birds and insects will lay eggs</p>	<p>Muddy Monday</p> <p>Spring walks - identifying and experiences seasonal changesvisiting the orchard area to identify the daffodils which are beginning to sprout underneath the fruit trees. Describe them - predict what they will look like. Discuss growing our own daffodils in the classroom to find out what happens and what they look like.</p> <p>Look for other signs of plants preparing for the spring season. Update the class scrap book.</p> <p>Various spring plants to grow in the classroom e.g. daffodils, hyacinth, crocuses. Talking about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Talking about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Observing the growth of our class spring flowers e.g. daffodils, crocuses, hyacinth etc...</p> <p>Talking about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Making bird feeders to hang out to care for birds during the winter season.</p> <p>Talking about some of the things they have observed, such as plants, animals, natural and found objects. Showing care and concern for living things in the environment.</p>	<p>OUTDOOR</p> <p>Math table</p> <p><i>Weighing / mass / comparing</i></p> <p>Scales - objects for weight/balancing</p> <p>Counting various natural objects.</p> <p>Foam dominoes</p> <p>Large 2D shape tiles.</p> <p>0-20 wooden washing line.</p> <p>0-10 wooden counting stackers</p> <p>Music Area</p> <p><i>Sound / loud and quiet</i></p> <p>CD Player - various nursery rhymes</p> <p>Percussion Instruments</p> <p>Scarves, pom poms</p> <p>Ribbons, claves, shaker eggs</p> <p>Construction Area</p> <p><i>Materials / Forces</i></p> <p>Foam bricks and planks</p> <p>Large and small wooden bricks</p> <p>Water Area</p> <p><i>Wet and dry / sink or float?/ capacity & volume</i></p> <p>Various sized / shapes containers, funnels, jugs.</p> <p>Wet Sand Area</p> <p>Three different sized buckets, spades, rakes, shapers, large and small 2D shape moulds.</p> <p>Wheeled resources and track</p> <p><i>Forces, speeding up slowing down</i></p> <p>Scooters, trikes road signs, cones, traffic light</p> <p>Discovery Area</p> <p><i>plants/ animals and their habitat/ changes</i></p> <p>Mud kitchen</p> <p>Mixing bowls, spoons, whisks, plates, cups, gloves, aprons, trowels, soil.</p> <p>Investigation kits</p>

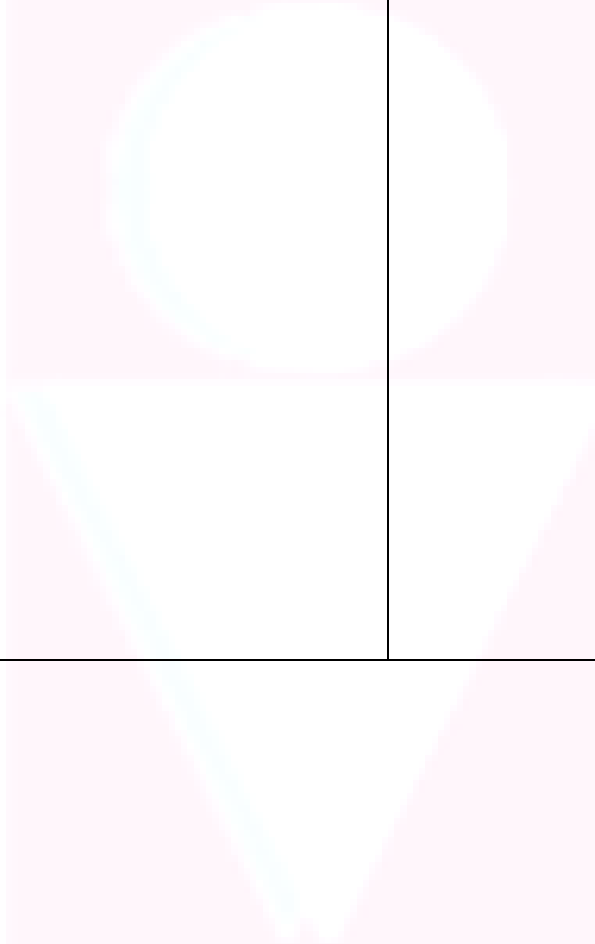
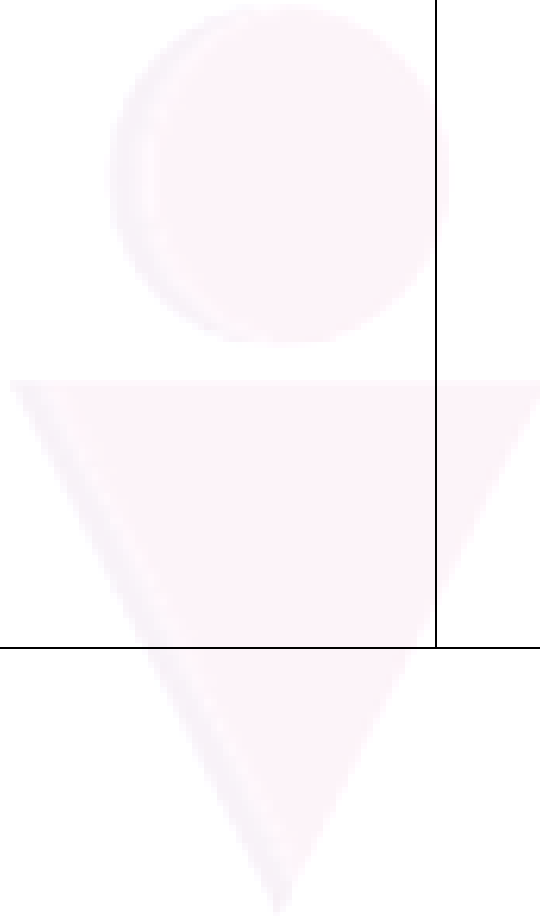
	<p>To know new animals are born e.g. chicks, lambs, ducklings.</p> <p>To know some animals come out of hibernation e.g. hedgehogs</p> <p>To know that animals are suited to the habitat that they live in</p> <p>To know that animals in hot habitats have ways of keeping cool.</p> <p>To know that animals in sandy/desert habitats are often sandy coloured to keep them safe/ camouflaged.</p> <p>To know how they have grown and changed over time.</p> <p>To know that the stages of the human life cycle are newborn, baby, toddler, child, teenager, adult.</p> <p>To know that newborn babies need someone to take care of them because they can't do it themselves.</p> <p>To know that as they grow they learn the skills that help them take care of themselves such as walk, feed themselves, drink, dress themselves etc</p>	<p>Environmental sound walk around school. Identify what is making the sounds. Where is the noisy / quietest places in school. Make links with prior learning on new animals being born.</p> <p>Discuss items in the sand area - insect from desert environments. Locate these areas on the world globe.</p> <p>To know how they have grown and changed over time. Children to share photographs of themselves at different points in their life - newborn, baby, toddler, present day. Order them into a timeline. Discuss what they could not do / can now do / who helped care for them?</p>	<p>Magnifying glasses, insect identification kits, insect catchers, binoculars</p> <p>INDOOR</p> <p>Malleable Area Forces / squash, squeeze, stretch, etc Play dough - different tools / malleable tools. Focus on fine motor strength / development Various shape cutters and various sizes.</p> <p>Construction Area Forces Magnetic tiles - 3D magnetic shapes Luna Park - gears and wheels and axles set</p> <p>Dry Sand Area animals and their habitat Desert creatures - insects, reptiles, camels, stones, wood, cacti.</p> <p>Creative Area Parts of a plant Daffodil observational drawing - pastels 2D shapes Paper shapes Match sticks Glue Scissors Various sized paper Split pins Paper clips Blue tack</p>
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Future Learning			
<p>In F2, pupils will develop their understanding of the natural world and the vocabulary associated with it including being able to name the parts of some plants including petals, leaves, trunk, branches. They will be able to specially identify a wider range animals found in our woodland and use the correct names to identify them insects, minibeasts, spider, snail, slug, ant, beetle, caterpillar, ladybird, woodlouse, earwig, hedgehog, rabbit, fox etc. They will learn about seasonal changes in greater detail, including harvest during late summer /early autumn. They will also learn about animals from a wider range of habitats including polar and jungle habitats.</p>			
Summer 1			
Learning Objective	Substantive knowledge	Suggested Activity	Through Provision
<p>Stage 4 - The natural world</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To ask questions and make comments about aspects of their familiar world.</p> <p>To Show care and concern for living things in the environment.</p> <p>To Develop an understanding of growth and decay over time.</p>	<p>To know the names of objects found in the natural environment plants, flowers, trees grass, leaves, mud, soil, rocks, logs, insect, minibeast, bird, mouse, rabbit, hedgehog</p> <p>To know that we have four seasons.</p> <p>To know that it is now late spring</p> <p>To know that in spring the temperature begins to get warmer.</p> <p>To know that in spring there is more sunlight and it gets dark later.</p> <p>To know that in spring some plants begin to grow again.</p> <p>To know that in spring some trees will blossom.</p> <p>To know that in spring animals will be more active - we will see more on our walks</p> <p>To know that in spring animals may have babies and birds and insects will lay eggs</p> <p>To know new animals are born e.g. chicks, lambs, ducklings.</p>	<p>Muddy Monday</p> <p>Spring walks - observing changes, growing sunflower seeds and observing the growth.</p> <p>Growing spring flowers in the classroom to observe.</p> <p>Talking about some of the things, they have observed, such as plants, animals, natural and found objects.</p>	<p>OUTDOOR</p> <p>Math table</p> <p><i>Weighing / mass / comparing</i></p> <p>Scales - objects for weight/balancing</p> <p>Counting various natural objects.</p> <p>Foam dominoes</p> <p>Large 2D shape tiles.</p> <p>Wooden 10 frame.</p> <p>Ladybird counting spots</p> <p>Music Area</p> <p><i>Sound / loud and quiet</i></p> <p>CD Player - various nursery rhymes</p> <p>Animal songs CD</p> <p>Percussion Instruments</p> <p>Scarves, pom poms</p> <p>Ribbons, claves,</p> <p>Construction Area</p> <p><i>Materials / Forces</i></p> <p>Foam bricks and planks</p> <p>Large and small wooden bricks</p> <p>Water Area</p> <p><i>Wet and dry / sink or float?/ capacity & volume</i></p> <p>Various sized / shapes containers, funnels, jugs.</p> <p>Wet Sand Area</p> <p><i>Materials / forces</i></p> <p>Three different sized buckets, spades, rakes, shapers, large and small 2D shape moulds.</p> <p>Wheeled resources and track</p> <p><i>Forces, speeding up slowing down</i></p> <p>Scooters, trikes road signs, cones, traffic light</p> <p>Discovery Area</p> <p><i>plants/ animals and their habitat/ enquiry</i></p> <p>Mud kitchen</p>

	<p>To know that some animals will return from the warmer places that they visited during the winter</p> <p>To know that plants grow from seeds and bulbs</p> <p>To know names of visible parts of the plant, stem, leaves, flowers, petals</p> <p>To know that the names of some common insects found in the school environment including minibeasts, spider, snail, slug, ant, beetle, caterpillar, ladybird, woodlouse, earwig, bee</p> <p>To know some names of body parts of insects /minibeasts, legs, body, wings, antennae, feelers, shell</p> <p>To know an insect has 6 legs, 3 parts to their body and two antennae.</p> <p>To know that plants grow from seeds and bulbs</p> <p>To know names of visible parts of the plant, stem, leaves, flowers, petals, roots</p> <p>To know that when a plant starts to grow its roots grow down and the shoot grows up</p> <p>To know that plants need water and sunlight to grow.</p> <p>To know that butterflies lay eggs, when they hatch a baby caterpillar crawls out, the caterpillar eats and grow then form a</p>	<p>Muddy Monday Begin planting herbs in preparation for the class enterprise event - Ugly Bug Ball. -Basil, coriander, parsley, rosemary.</p> <p>Begin to search for insects in the outdoor area. Observing the growth of our class spring flowers e.g. daffodils, crocuses, hyacinth etc...</p> <p>Talking about some of the things they have observed, such as plants, animals, natural and found objects</p> <p>Looking at the different parts, taking the plant out of the soil to look at the roots and compare them. Growing beans in a clear container to observe the roots growing first.</p>	<p>Mixing bowls, spoons, whisks, plates, cups, gloves, aprons, trowels, soil. Investigation kits Magnifying glasses, insect identification kits, insect catchers, binoculars</p> <p>INDOOR</p> <p>Malleable Area Forces / squash, squeeze, stretch, etc Play dough- different tools / malleable tools. Focus on fine motor strength / development Various shape cutters and various sizes. Clay - design and make an insect e.g. ladybird, butterfly.</p> <p>Construction Area Forces / mechanism Kids K'NEX building set Lego</p> <p>Water Area Animals and their habitats Pond life Life cycle of a frog/duck/dragon fly/ladybird/butterfly Duck, ducklings, pond weed, stones, fishing nets, lifecycle figures</p> <p>Dry Sand Area Living things / animals and their habitat Dinosaurs / fossils / bones / brushes.</p> <p>Play tray/small world Living things / animals and their habitat Mini beasts - lifecycles</p> <p>Creative Area Living things Ladybird and butterfly templates Insect shapes Scissors Glue Sequins Pom Poms Various sized paper Split pins Paper clips Blue tack</p> <p>Writing Area Living things / animals and their habitat</p>
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	<p>chrysalis/cocoon, after some time a butterfly will emerge from the chrysalis/cocoon</p> <p>To know that birds eat seeds, fruit and minibeasts like flies and worms.</p> <p>To know that sometime birds might need more food (when they are feeding babies) or it might be difficult to find enough food (winter)</p> <p>To know some ways we can help birds and other living things in our local environment.</p> <p>To know that plants grow from seeds and bulbs</p> <p>To know names of visible parts of the plant, stem, leaves, flowers, petals, roots</p> <p>To know that when a plant starts to grow its roots grow down and the shoot grows up</p> <p>To know that plants need water and sunlight to grow.</p> <p>To know that the names of some common insects found in the school environment including minibeasts, spider, snail, slug, ant, beetle, caterpillar, ladybird, woodlouse, earwig, bee</p> <p>To know some names of body parts of insects /minibeasts, legs, body, wings, antennae, feelers, shell</p>	<p>Text: The Very Hungry Caterpillar New vocabulary linked to the lifecycle. Observe the growth of caterpillars over the next few weeks. Live caterpillars delivered to school for children to observe and study.</p> <p>Muddy Monday Making bird feeders to hang out to care for birds during the winter season. Talking about some of the things, they have observed, such as plants, animals, natural and found objects. Showing care and concern for living things in the environment. Observing the growth of flowers / caterpillars in the classroom.</p> <p>Plants Begin planting small sunflowers seeds in preparation for the enterprise event in summer</p> <p>Muddy Monday Using magnifying glasses to go exploring for mini beasts e.g. woodlice, ants, etc...</p>	<p>Insect stencils Insect colouring sheets Mark making tracers Crayons, pencils, pencil grips, wax crayons, various sized paper, pencil control tracing.</p>
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To know an insect has 6 legs, 3 parts to their body and two antennae.



Subject: Science - The Natural World			
Year group: Foundation 1		Unit of Learning:	
Future Learning In F2, pupils will develop their understanding of the natural world and the vocabulary associated with it including being able to name the parts of some plants including petals, leaves, trunk, branches . They will be able to specially identify a wider range animals found in our woodland and use the correct names to identify them insects, minibeasts, spider, snail, slug, ant, beetle, caterpillar, ladybird, woodlouse, earwig, hedgehog, rabbit, fox etc. They will learn about seasonal changes in greater detail, including harvest during late summer /early autumn. They will also learn about animals from a wider range of habitats including polar and jungle habitats .			
Summer 2			
Learning Objective	Substantive knowledge	Suggested Activity	Through Provision
Stage 4 - The natural world To talk about some of the things they have observed, such as plants, animals, natural and found objects. To ask questions and make comments about aspects of their familiar world. To Show care and concern for living things in the environment. To Develop an understanding of growth and decay over time.	To know the names of objects found in the natural environment plants, flowers, trees grass, leaves, mud, soil, rocks, logs, insect, minibeast, spider, caterpillar, bird, mouse, rabbit, hedgehog To know that we have four seasons . To know that it is now summer To know that in summer the temperature is warm . To know that in summer there is more sunlight and it gets dark much later . To know that in summer plants are growing well and some fruits and vegetables will be ready to harvest . To know that in summer trees will be covered with green (usually) leaves . To know that in summer more babies might be born . To know that in summer baby animals will grow and might change	Muddy Monday Summer walks - observing changes, caring for the growing sunflower seeds and observing the growth. Talking about some of the things, they have observed, such as plants, animals, natural and found objects.	OUTDOOR Writing table <i>Animals and their habitat</i> Mark making equipment Clipboards and paper Felt pens, pencils, crayons, large chalk, paint brushes and water. Mini beast hunt sheets. Math table <i>Weighing / mass / comparing</i> Scales - objects for weight/balancing Counting various natural objects. Foam dominoes Large 2D shape tiles. Wooden 10 frame. Ladybird counting spots. Music Area <i>Sound / loud and quiet</i> CD Player - various nursery rhymes Minibeast CD Percussion Instruments Scarves, pom poms Ribbons, claves, Construction Area <i>Materials / Forces</i> Large polydron - grass area. Water Area <i>Wet and dry / sink or float?/ habitats</i> Boats, people, Experimenting with floating and sinking resources Sea creatures Shells, pebbles, divers Water weighing - buckets Tubes

	<p>To know that more animals will return from the warmer places that they visited during the winter.</p> <p>To know some simple features of very hot places in the world; dry, hot, warm, temperature, very little rain, desert, sand, meerkat, scorpion, snake, lizard.</p> <p>To know that animals are suited to the habitat that they live in</p> <p>To know that animals in hot habitats have ways of keeping cool.</p> <p>To know that animals in sandy/desert habitats are often sandy coloured to keep them safe/ camouflaged.</p> <p>To know some simple features of a pond environment - bank, pond, river, grass, ducks, ducklings, frogs, fish, pond weed.</p> <p>To know that plants need water and sunlight to grow well.</p> <p>To know plants and trees are living things.</p> <p>To name the parts of a flowering plant - stem, roots, leaves, flower, petals, fruit seed / bulb</p>	<p>Discuss items in the sand area - insect from desert environments. Locate these areas on the world globe. Watch video clips and share texts about desert insects and animals</p> <p>Able to comment and ask questions about aspects of their familiar world such as places where they live or the natural world.</p> <p>Exploring the rock pool in the role play around the school grounds.</p> <p>Muddy Monday Begin planting herbs / plants in our F1 planter in the mud kitchen -Basil, coriander, parsley, rosemary, lavender. Observing the growth of strawberries / sunflowers / herb around the school grounds. Support in harvesting peas from the quad. Talking about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Begin to search for insects in the outdoor area.</p> <p>Text: Ladybirds -</p>	<p>Wet Sand Area <i>Materials / forces</i> Spades, buckets, rakes. Dinosaurs Play tray/small world/ role play Babies, pram, baby items, blankets. Wheeled resources and track <i>Forces, speeding up slowing down</i> Scooters, trikes road signs, cones, traffic light Discovery Area <i>plants/ animals and their habitat/ changes</i> Mud kitchen Mixing bowls, spoons, whisks, plates, cups, gloves, aprons, trowels, soil. Investigation kits Magnifying glasses, insect identification kits, insect catchers, binoculars INDOOR Malleable Area Forces / squash, squeeze, stretch, etc Play dough - Creating different sea creatures with different shaped cutters. Construction Area <i>Forces / Mechanism</i> Kids K'NEX building set Lego Water Area <i>Animals and their habitat</i> Marine life / oceans - whales, fish, divers, star fish, fishing nets Play tray/small world <i>Animals and their habitat</i> rock pool</p>
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	<p>To know the following vocabulary linked to ladybirds; stage, egg, larva, pupa, insect, aphid, predator</p> <p>To know that the names of some common insects found in the school environment including minibeasts, spider, snail, slug, ant, beetle, caterpillar, ladybird, woodlouse, earwig, bee</p> <p>To know some names of body parts of insects /minibeasts, legs, body, wings, antennae, feelers, shell</p> <p>To know an insect has 6 legs, 3 parts to their body and two antennae.</p>	<p>NF text. Learning new vocabulary linked to theme through texts e.g. lifecycle, stage, eggs, larva, pupa, adult, ladybird, aphid, predator.</p> <p><u>Ugly Bug Ball enterprise event</u> - donations for sunflower plants. To know that plants need water and sunlight to grow well. Sharing with parents what they have learnt about lifecycles e.g. frog, butterfly, ladybird, sunflower.</p> <p>Muddy Monday Using magnifying glasses to go exploring for mini beasts e.g. woodlice, ants, etc...</p>	
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