

Settling in term

Development matters: The Natural world and Managing Self

Children to be baseline assessed regarding 'The Natural World' and 'Managing Self'.

Children to begin exploring these areas through continuous provision, Forest School and adult directed instructions.

Autumn Term	<u>Autumn 1 - All about me</u> Area of learning: Managing self and Natural World <u>Knowledge</u> - To understand how they can be hygienic and look after their personal needs - Discuss and explore signs of Autumn <u>Skills</u> - Observe the changes that the season of Autumn brings including the weather	<u>Autumn 2 - Fall into a Fairy tale</u> Area of learning: The Natural World <u>Knowledge</u> - To explain what the natural world is and how we can care for it. - Discuss and explore signs of Winter - states of matter (ice/water) <u>Skills</u> - Observe the changes that the season of Winter brings including the weather
	<u>Vocabulary:</u> Hygiene Healthy Autumn Winter Cold Weather Rain Temperature	<u>Greensands Science wonders</u> Autumn 1 - Hold Something extraordinary in your hand (Forest School) Autumn 2 - See something that you can't see (germs).
	<u>Kapow -I am a scientist</u> Development matters: The Natural World (Explore the natural world around them) ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

Spring Term	<u>Lesson 1</u> Push or Pull? L.O: I can explore ways to make objects move. <u>Skills</u> • I can begin to make guesses about what might happen <u>Knowledge</u> • I know some objects move when they are pushed or pulled. <u>Support and Challenge:</u> • Consolidate the children's understanding of pulling by re-enacting 'The Enormous Turnip' story in a small group. • Observe everyday pushes and pulls on a larger scale in the classroom or outdoor area, such as pulling open cupboard doors or pushing a trike.	<u>Lesson 2</u> Loud or Quiet? L.O: I can explore different sounds. <u>Skills</u> • I can group different sounds by their volume levels. <u>Knowledge</u> • I can explain the differences between sounds by describing them. <u>Support and Challenge:</u> • Take the children on an outdoor sound walk to develop their listening skills and awareness of different sounds in their environment. • Encourage the children to share their reasoning for choosing particular instruments during the 'Guess the instrument' task (see Carpet time).
	<u>Lesson 3</u> Float or Sink? L.O: I can explore whether items float or sink. <u>Skills</u> • I can group objects by those that float and sink. • I can ask questions. <u>Knowledge</u> • I can understand the difference between floating and sinking. <u>Support and Challenge:</u> • Help the children recognise differences in objects' size, shape and weight when making predictions about whether they will float or sink. • Challenge the children with open-ended questions like, "What might happen if we change something, like break pieces off?", "Can we make a floating object sink or a sinking object float?" and "What other objects might float or sink and why?"	<u>Lesson 4</u> Freeze or Melt? L.O: I can explore freezing and melting. <u>Skills</u> • I can group objects by those that melt and those that don't. • I can share my ideas and suggestions. <u>Knowledge</u> • I can say which objects melt and which objects freeze. <u>Support and Challenge:</u> • Talk to children about their personal experiences of melting and freezing, such as melting ice creams or frozen ice cubes in drinks. • Challenge the children to suggest alternative ways to stop ice cubes from melting or making chocolate melt faster.

	<u>Lesson 5</u> Light or Dark? L.O: I can explore how light makes shadows. <u>Skills</u> • I can describe my discoveries when I work practically • I can comment on what I see and hear. <u>Knowledge</u> • I know night is dark because the sun is not in the sky. • I know day is light because the sun is in the sky. • I can recall shadows happen when something blocks the sun. <u>Support and Challenge:</u> • Hand the children a torch and take them into a dark space, such as a black-out tent or dark room, to experience the dark and light. • Discuss daily routines with the children, helping them to recognise that the Sun rises in the morning just before they wake up and sets in the evening around bedtime (the exact times change with the seasons).	<u>Learning area coverage (Spring Term)</u> <u>Development matters</u> • Explore the natural world around them <u>Characteristics of effective learning</u> • Playing and exploring • Active learning • Creating and thinking critically
	<u>Vocabulary:</u> dark daytime float freeze light loud melt night time pull push quiet sink volume	<u>Greensands Science wonders</u> Spring 1 - Meet a scientist (invite in a visitor or parent) Spring 2 - Grow something and eat it (Cress or Herbs)

Continuous provision



Continuous provision: I am a scientist

These optional activities are designed to complement the learning objectives of the 'I am a scientist' unit. They reinforce core learning areas across different areas of provision, promote independence and cater to different learning styles.

Kapow
Primary



Messy play area

Use the 'Supertato' storybook by Sue Hendra to inspire an ice rescue challenge. Freeze small world characters or vegetables in blocks of ice and arrange them in a large tray. Explain that Evil Pea has trapped the characters in ice and the children's mission is to rescue them. Encourage the children to experiment with different methods to melt the ice and free the characters.

Reading area

Read the 'Who Sank the Boat?' storybook by Pamela Allen to the class and place the book in the reading area. Challenge pairs of children to retell the story in their own words, using the illustrations as a guide. Encourage them to use a tablet to record their performance.



Outdoor area

Provide a variety of equipment for the children to investigate pushes and pulls such as tyres, wheelbarrows, scooters, bikes, trikes, large balls, ropes, fabrics and toys with pulleys.

Fine motor area

Cover the base of a large tray with gold or sparkly paper. Fill the tray with black-painted rice and scatter small stars over the top. Guide the children to use their fingers to draw stars in the rice, revealing the gold paper beneath. Encourage them to use tweezers to pick up the stars and collect them in a pot.



Creative area

Provide empty water bottles with lids, rice, recycled boxes and elastic bands. Ask the children to create musical instruments, such as shakers and guitars, using their junk modelling skills; challenge them to use their instruments to create loud and quiet sounds.

Kapow - Our Beautiful planet

Development matters: *The Natural World (Explore the natural world around them) (Describe what they see, hear and feel whilst outside)*

ELG: *Explore the natural world around them, making observations and drawing pictures of animals and plants.*

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Summer Term	<u>Lesson 1</u> Exploring Outdoors L.O: I can recognise some ways to look after the planet. <u>Skills</u> - I can comment on what I can see and hear in the natural world <u>Knowledge</u> - I know objects found in nature are natural, e.g. plants and animals. - I can explain the difference between things that are living and things that are non-living. <u>Support and Challenge:</u> - Look at a selection of natural and human-made objects and support the children in identifying and grouping them. - Encourage the children to label their pictures on the Activity: Exploring outdoors.	<u>Lesson 2</u> Plants L.O: I can identify and name plants. <u>Skills</u> - I can recognise that information can be found online and in books. <u>Knowledge</u> - I can name some familiar flowering plants (e.g. daisy, rose, sunflower or daffodil). - I know plants are alive. <u>Support and Challenge:</u> - Work with individuals or pairs to complete the Resource: Plant puzzles before the lesson. Model how to use descriptive language such as yellow, smooth, long, bumpy, round, thin, hairy or spiky. - Use the Resource: Plant Puzzles for a more advanced game. Describe puzzle pieces to the children (without showing them the puzzle boards) and encourage them to retrieve the correct pieces based on these descriptions.
	<u>Lesson 3</u> Exploring plant parts L.O: I can identify and name plant parts. <u>Skills</u> - I can draw and label pictures of plants and animals. <u>Knowledge</u> - I can name the basic plant parts (leaves, flowers, stem and roots.) - I know that plants and animals live in a range of different places. <u>Support and Challenge:</u> - Support the children in developing fine motor skills by guiding them to use scissors and safety knives to cut paper and modelling dough. - Assist the children in creating their own medicine recipe cards.	<u>Lesson 4</u> Planting seeds L.O: I can explore what helps seeds grow. <u>Skills</u> - I can draw and label pictures of plants and animals. <u>Knowledge</u> - I know that seeds need water to grow. - I know that seeds grow into plants if taken care of. - I know that animals and plants move, grow and feed. <u>Support and Challenge:</u> - Cut open fruit such as apples, oranges and tomatoes to explore the seeds inside with the pupils. - Talk to the children about what they think would happen if they did not water the seeds. - Encourage the children to compare the size and shape of different seeds and bulbs; prompt them to guess what plant each might grow into.

	<u>Lesson 5</u> Caring for the Earth L.O: I can recognise some ways to look after the planet. <u>Skills</u> - I can recognise that information can be found online and in books. <u>Knowledge</u> - I can recall ways I can help take care of the planet. <u>Support and Challenge:</u> - Record the children's ideas for the speech bubbles using a voice recorder instead of writing during the adult-led task. - Encourage a discussion with the children about further actions to help care for the planet, such as recycling, reusing bags for life or litter picking.	<u>Learning area coverage (Summer Term)</u> <u>Development matters</u> - Explore the natural world around them - Describe what they see, hear and feel whilst outside. <u>Characteristics of effective learning</u> - Playing and exploring - Active learning - Creating and thinking critically
	<u>Vocabulary</u> care Earth flower grow human-made leaf natural plant roots seed stem	<u>Greensands Science wonder</u> Summer 1 - Keep something alive (Butterflies) Summer 2 - Go on a science adventure (Trip to Wisley Gardens)

Continuous provision



Continuous provision: Our beautiful planet

These optional activities are designed to complement the learning objectives of the 'Our beautiful planet' unit. They reinforce core learning areas across different areas of provision, promote independence and cater to different learning styles.

Kapow
Primary

Investigation area

Provide a large tray filled with a variety of natural objects, including flowering plants with roots intact, plants removed from their pots, seeds and bulbs. Include magnifying glasses for children to closely observe. Encourage them to examine the textures, shapes and features such as roots, leaves and flowers.

Maths area

Prepare a large tray with grass cut to different lengths. Encourage the children to measure the grass using cubes and find blades to match lengths from from one cube to five cubes. Ask the children to place the blades of grass in order from shortest to longest.

Messy play area

Prepare a large tray or table with flower heads, petals, and leaves. Provide pre-cut bunting triangles from natural fabrics like cotton or linen. Support the children as they arrange plants on the fabric, fold another piece over the top and hammer gently to transfer the pigments. String the finished triangles together to create natural bunting for the outdoor area.

Fine motor area

1. Place a variety of seeds in different sizes and colours on a large tray. Provide empty bowls and child-friendly tweezers. Encourage the children to sort the seeds into bowls using the tweezers.
2. Provide a selection of leaves and large plastic needles pre-threaded with wool. Guide the children to thread the leaves onto the wool creating leaf garlands for the outdoor area.

Creative area

Provide a variety of leaves in different shapes, sizes, and colours. Invite the children to choose a leaf and stick it onto a piece of paper. Encourage them to use felt pens to add details like a head, arms, and legs, transforming their leaf into a person or a unique creature.

Malleable area

Provide modelling dough, rollers and a selection of natural materials such as leaves, pine cones, berries, pebbles, star anise, seeds, twigs, acorns, tree bark or feathers. Ask the children to roll a ball of dough flat and use the natural materials to create patterns by pressing them into the surface.

