

Year Foundation Stage One	Understanding The World	Summer Term
<p>As Scientists we will observe and look closely at the life-cycle of various minibeasts and investigate the different changes that happen over time. We will look at different habitats and various environments that are suitable for living things and notice differences and similarities between many creatures. We will talk about the need to respect and look after living things and why it is important. During experiments and investigations we will have the opportunity to talk about what we see, hear, smell and touch, especially when outside and predict what we think may happen. We will have the opportunity to explore our local area and discover where various minibeast live and also have the opportunity to grow our own caterpillars/ butterflies, noticing the changes that happen over time.</p>		
<p><u>Development Matters content:</u></p>		
<p><u>Understanding The World</u></p>		
<p><u>Birth – 3 Years</u></p>		
<p>UTW</p>		
<ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 		
<p><u>3-4yrs</u></p>		
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things 		
<p><u>Reception</u></p>		
<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside 		
<p><u>Broader curriculum in preparation for Foundation Two</u></p>		
<p>During F1 we will be preparing to get ready for starting Reception/F2 and in doing so we will be:</p>		
<ul style="list-style-type: none"> • Exploring the natural world around us and in our local environment. Discussing animal habitats and life cycles of minibeast and insects. • Describing what they see, hear and feel whilst outside and investigating. 		

Scientific Vocabulary

experiment	investigate, find-out	explore	guess	predict	waves	
ideas	smell	taste	touch	look	senses	minibeast
investigation	life-cycle	chrysalis	cocoon	pupa	tadpole	froglet

Summer 1 – Where do we live? Minibeasts

Focused Text: - 'The Very Hungry Caterpillar'

Objectives:

UTW

Birth-3yrs

- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

3-4yrs

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things

Reception

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside

Discuss the story about 'The Very Hungry Caterpillar' together. Talk about and look at photographs showing a variety of insects / minibeasts. Do the children recognise any of them? Where have they seen them? Look closely using a magnifying glass at the glass insect's and minibeasts

Investigation

Focused Text: - 'Butterfly'

Objectives:

UTW

Birth-3yrs

- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

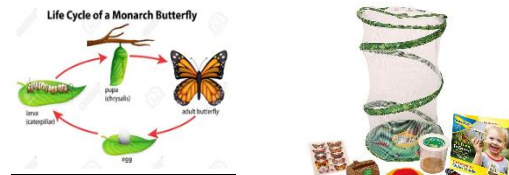
3-4yrs

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things

Reception

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside

Growing Caterpillars / Butterflies



Explain that we are going to grow our own butterflies, just like 'The Very Hungry Caterpillar' grew into a beautiful butterfly too! Explain that we are going to begin with tiny eggs and see

Focused Text: - 'The Teeny Tiny Tadpole'

Objectives:

UTW

Birth-3yrs

- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

3-4yrs

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things

Reception

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside

Read the story 'The Teeny Tiny Tadpole' and discuss together. Explain that this story is also about a life - cycle but this time it's about how a frog begins as an egg and how it changes into an adult frog.

Allow (if able) to look at tadpoles and observe them closely.

Minibeast Hunt!

Explain to the children that we are going to go on a minibeast hunt to see if we can spot any minibeast in our local area.

Give each child a clip-board, pencil and a sheet with various well known minibeast on, to tick or mark off as they see them on the walk. Discuss their habitats and where they live together. Why may a minibeast prefer to live under a rock or piece of wood?

Allow the children time to explore and investigate for themselves, identifying, talking about and observing closely the various creatures that they may find.

bodies and discuss each of their features such as legs, head, body, antennae etc...
Leave the magnifying glasses and non-fiction books / glass insects and minibeast out in the provision for the children to access and explore independently - Could make a bug hotel area / minibeast investigation table?

what happens over time as we observe and look closely at them. Can the children recap from the stories previously read together what may happen first, next, after that and how the caterpillar will eventually change and turn into a butterfly? Explain and point out to the children that this process is known as a life - cycle.

Discuss why its important that we look after the eggs and caterpillars carefully, what may happen if we didn't take care of them? Could we keep the butterflies at school as our own pets once they have grown? Why? Why not?

Over the course of the half term allow the children to observe the changes that happen over time during the life - cycle process. Record the children's responses and observations.

Once the butterflies have grown and are ready to be released, allow the children the opportunity to release them into the outdoors in a much more suitable environment and habitat for them.

Summer 2 – Where do we live? The Seaside

Focussed Text: -

Objectives:

UTW

Birth-3yrs

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3-4yrs

Reception

Focussed Text: -

Objectives:

UTW

Birth-3yrs

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3-4yrs

Reception

Focussed Text: -

Objectives:

UTW

Birth-3yrs

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3-4yrs

Reception