

As Scientists we will have opportunities to explore and investigate the natural world and describe using our senses. We will investigate materials and their properties, looking closely at their differences and noticing how materials can change. We will discover more about the changing seasons and different environments.

Development Matters content:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Broader curriculum in preparation for Year 1

Animals including humans

- To understand what a habitat is and explore the local environment.
- To identify different sounds relating to the different animals.
- To identify the specific environments of animals
- To identify eyes in animals and relate to sight.

Seasonal Change

- To be able to identify that there are 4 seasons
- To be able to talk about and discuss the weather that they can see.
- To be able describe the seasonal changes (e.g., knowing that light changes over the seasons)
- To be able to experience forces (e.g., discussing air resistance whilst flying a kite)

Scientific Vocabulary: Autumn Term

experiment    investigate    discover    explore    predict    senses    habitat    fins    scales    protect    pollution

Learning linked to Development Matters

<u>Exploring Using our Senses</u>	<u>Different Places to Live</u>
<p><b>Objectives:</b>            UTW - Use all their senses in hands-on exploration of natural materials. (3-4yrs)            UTW - Talk about what they see, using a wide vocabulary. (3-4yrs)            UTW - Describe what they see, hear and feel. (Rec)            Elicit from the children what they know about our senses. Point to the part of the body we use to hear/smell/feel/taste/see. Introduce key vocab 'senses' – chant and repeat whilst clapping syllables. Explain that our senses are vital for exploring the world around us. Show posters of the body parts to support. Explain to the children that we are going to explore our senses by using sensory bins. Have boxes with different contents (e.g., cooked noodles, furry material etc).            Ask one of the children to close their eyes or wear a blindfold. Children to place their hand into the box and describe what they can feel, they may choose to smell and listen too. <i>What do you think it is?</i> After the child has explored the contents, return it to the group and ask the child to open his/her eyes and guess what is in the box. Encourage the child to tell the items – record key vocab on post-it notes. Have they felt anything like this before? What does it remind them of? Encourage the children to talk about the experience, giving their own opinion and listening to that of the other children.</p> <p><b><u>CP/Additional Activities</u></b></p> <ul style="list-style-type: none"> <li>- Home learning link: children to bake with their parents. Can they explore using their senses?</li> <li>- Messy play within CP – key into language used</li> </ul>	<p><b>Objectives:</b>            UTW - Begin to understand the need to respect and care for the natural environment and all living things (3-4yrs)            UTW - Recognise some environments that are different to the one in which they live (Rec).            UTW - Draw information from a simple map. (Rec)</p> <p>The children will begin by recapping the seasons. <i>What season are we in now?</i> Recap and elicit the key signs of autumn. Have a look out of the window. <i>What is the weather like today?</i> Recap that we live in Hull in England and find on a map. Look at the pictures from our autumn walk. ITT - <i>Which creatures did we see? What did we notice?</i>  <i>Snap to to snap back.</i> Listen to ideas.            Next, watch a clip of Antarctica. <i>What do you notice? How do you think it would feel to live there? It is November now and in England it is rainy, but this is Antarctica in November too but is the weather the same?</i> Elicit that there is snow etc. Find Antarctica on a map. <i>Compare this with their own environment - what is similar? What is different?</i></p> <p>Have pictures of different creatures/plants/buildings and children to sort and stick them into the right habitat.</p> <p>Children to recall a difference between Hull and Antarctica.</p> <p>Introduce a creature that needs a new home (e.g. penguin) – what would it need?</p> <p><b><u>CP/Additional Activities</u></b></p> <ul style="list-style-type: none"> <li>- Children to create mini habitats for the creatures.</li> <li>- Ice sensory play</li> <li>- Maps in provision</li> </ul>

Learning in preparation for Year 1	
<p><b>Objectives:</b></p> <p><b><u>Autumn Trip to East Park (Seasonal Change)</u></b></p>	<p><b>Objectives:</b></p> <p><b><u>Trip to The Deep (Animals including humans)</u></b></p>

UTW- Use all their senses in hands-on exploration of natural materials (3-4yrs)  
UTW - Talk about what they see, using a wide range of vocabulary (3-4yrs)  
UTW - Begin to understand the need to respect and care for the natural environment and all living things. (3-4)  
UTW - Explore the natural world around them.  
UTW - Describe what they see, hear and feel whilst outside. (Rec)

Before heading out on trip – recap senses and some signs of autumn. Encourage the children to explore using all of their senses, focusing on listening to sounds, looking at the leaves/colours, animals etc. *What might the creatures eat? What plants/trees can you recognise? What changes can you see?* Discuss looking after our natural world and respecting habitats and where animals and insects live.

Learn and sing Autumn Leaves song.

**CP/Additional Activities**

- Home learning link: children to go on an autumn walk and make a collage of what they have collected.
- Photos in provision for children to retell their trip.
- Children to add labels to pictures.
- Children to create autumn pictures.

UTW - Talk about what they see, using a wide range of vocabulary (3-4yrs)  
UTW - Begin to understand the need to respect and care for the natural environment and all living things (3-4yrs)  
C&L - Learn new vocabulary (Rec)  
UTW - Recognise some environments that are different to the one in which they live.

The children will begin their visit to *The Deep* by taking part in a EYFS designed workshop called 'Turtle Art'. The children will meet Rio the river turtle and learn all about the difficulties he meets when he eats some plastic but then is saved by a kind human. The children will then create their own turtle puppets and retell the story.

Afterwards the children will be able to explore the museum and observe the fish and marine life more closely, asking and answering any questions and listening to the experts. The children will hear about the different continents and the differences in weather and who lives where. The children will be introduced to key vocab such as 'habitat', 'pollution' and 'protect'.

**CP/Additional Activities**

- Home learning link: children to retell the story of Rio to a friend.
- Create mini books about our adventure to The Deep.
- Draw pictures/add labels
- Talk about favourite/least favourite parts and recall their best facts
- Large scale retelling (using wallpaper roll)
- Sea creature small world

Year Foundation Stage Two	Understanding The World/Science	Spring Term
<p>As Scientists we will have opportunities to explore and investigate the natural world and describe using our senses. We will investigate materials and their properties, looking closely at their differences and noticing how materials can change. We will discover more about the changing seasons and different environments.</p>		
<p><u>Development Matters content:</u></p>		
<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>		
<p><u>Broader curriculum in preparation for Year 1</u></p>		
<p><b>Animals including humans</b></p>		
<ul style="list-style-type: none"> <li>• To understand what a habitat is and explore the local environment.</li> <li>• To identify different sounds relating to the different animals.</li> <li>• To identify the specific environments of animals.</li> <li>• To identify eyes in animals and relate to sight.</li> </ul>		
<p><b>Seasonal Change</b></p>		
<ul style="list-style-type: none"> <li>• To be able to identify that there are 4 seasons.</li> <li>• To be able to talk about and discuss the weather that they can see.</li> <li>• To be able describe the seasonal changes (e.g., knowing that light changes over the seasons)</li> <li>• To be able to experience forces (e.g., discussing air resistance whilst flying a kite)</li> </ul>		
<p><b>Everyday materials</b></p>		
<ul style="list-style-type: none"> <li>• To discuss different surfaces of materials (link to friction)</li> </ul>		
<p><b>Plants</b></p>		
<ul style="list-style-type: none"> <li>• To experience planting and observing the lifecycle of plants.</li> </ul>		

Scientific Vocabulary: Spring Term

experiment    investigate    discover    explore    predict    senses    habitat    protect    materials    melting    freezing

Learning linked to Development Matters		
<p><b>Objectives:</b>  <u>Explore Ice (investigation)</u>            UTW (3-4) - Use all their senses in hands-on exploration of natural materials.</p>	<p><b>Objectives:</b>  <u>Witch Potion making (links to Big Maths)</u></p>	<p><b>Objectives:</b>  <u>Feeding the Birds</u></p>

<p>UTW (Rec) - Talk about what they see, using a wide vocabulary. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p> <p>C&amp;L (3-4) - Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>C&amp;L (Rec) - Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Show the children images of different snowy/icy environments encourage them to share their ideas about what they can see. <i>How would you feel to be there?</i> Explain that we are going to carry out an experiment. <i>What is an experiment?</i> Fill five separate trays with 2/3 water. Ask the children to choose some toys for the freezing experiment. Explain that the toys must be small, waterproof and not electronic. <i>Why?</i> You could use polar creatures here (whales, seals, dolphins and add foliage to create icebergs). Children add the toys to the water and any other bits and bobs (including some which float and some which sink). Encourage the children to observe which items float and which sink. Explain that the tub will be out in the freezer until the water is frozen. <i>Which items do you think will be at the top of the ice and which do you think will be at the bottom of the tub?</i></p> <p>The following day show the children the trays again. <i>What has happened? Why?</i> Explain that today we want to free the creatures. Introduce the vocab 'predict'. We need to predict what will work the best. Have images of the different options (heat of hands/radiator, cold fridge, water, salt and sugar) and children ITT what will work the best. Split children into teams as they try to melt their ice as quick as they can (holding in hands, adding salt/sugar, placing in the fridge, adding water) let the children explore the ice. Questions and share ideas throughout. Add observations to Tapestry.</p> <p><b>CP/Additional Activities</b></p> <ul style="list-style-type: none"> <li>• Make paint ice cubes for children to mark make with.</li> <li>• Provide ice in the water tray for the children to explore during play.</li> <li>• Make ice balloons and put out on the interest table along with magnifying glasses and icicle photos.</li> </ul>	<p>UTW - Use all their senses in hands-on exploration of natural materials. (3-4Years)</p> <p>UTW - Talk about what they see, using a wide vocabulary.</p> <p><b>M</b> - Make comparisons between objects relating to size, length, weight and capacity. (3-4 Years) <b>M</b> - Compare length, weight and capacity. (Rec)</p> <p>C&amp;L - Use a wider range of vocabulary. (3-4Years)</p> <p>C&amp;L - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (3-4 Years)</p> <p>C&amp;L - Learn new vocabulary. (Rec) C&amp;L - Ask questions to find out more and to check they understand what has been said to them. (Rec) C&amp;L - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (Rec)</p> <p>Begin by placing a cauldron onto a tray. Then pour some vinegar into the cauldron (question throughout e.g., ask children to pour vinegar halfway/full etc). Next, stir in some food colouring or powder paint. Then add a squeeze of washing up liquid. Sprinkle in some glitter and sequins (children counting as they go). Then add some bicarbonate of soda and stir the mixture with a magic wand. <i>What happens when the ingredients are mixed together? What can you see? What words can you use to describe your potion? What colours can you see?</i> Continue adding bicarbonate of soda, washing up liquid and vinegar to continue the reaction. Explain that bicarbonate of soda is an alkali. Vinegar is an acid. Mixing them together creates a reaction which forms the bubbles and residue of a type of salty water.</p> <p><b>CP/Additional Activities</b></p> <ul style="list-style-type: none"> <li>- Provide different sized beakers etc for children to explore and create their own potions independently.</li> </ul>	<p>UTW - Use all their senses in hands-on exploration of natural materials. (3-4Years)</p> <p>UTW - Talk about what they see, using a wide vocabulary.</p> <p>UTW - Begin to understand the need to respect and care for the natural environment and all living things.(3-4 Years)</p> <p>UTW - Explore the natural world around them. (Rec)</p> <p>UTW - Describe what they see, hear and feel whilst outside. (Rec)</p> <p>UTW - Recognise some environments that are different to the one in which they live. (Rec) UTW - Understand the effect of changing seasons on the natural world around them. (Rec)</p> <p>Recap the seasons and the key features of winter (e.g., less hours of sunlight, colder temperatures etc). Show clip</p> <p>Ask the children to think about how they think birds and animals stay warm in the winter. Explain that in the winter it is colder and there is less food for the birds to eat. Point out that often the ground becomes frozen, and the birds find it hard to eat worms and insects that live in the ground. Explain that bird baths and puddles can also become frozen, making it tricky for birds to find anything to drink. Children ITT <i>what could we do to help look after birds in the winter?</i> Share ideas and explain that we can help to look after the birds by making sure that they have enough to eat and drink. Explain that eating food will help to stop the birds from being hungry and it also helps to keep them warm. <i>What do birds eat?</i> Emphasise to the children that birds can't eat the same foods as the children eat, as that will make them poorly, but we can buy special bird feed for them, Together, follow the instructions to make winter bird feeders and hang them in the trees.</p> <p><b>CP/Additional Activities</b></p> <ul style="list-style-type: none"> <li>- Provide binoculars in the outdoor area and encourage the children to record what birds visit using tick sheet.</li> <li>- Take photos of visitors using ipad.</li> <li>- Children to look for birds on their walk to and from school/in their gardens.</li> <li>- Make houses for the creatures using junk modelling resources.</li> </ul>
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Learning in preparation for Year 1

<p><u>Everyday Materials (also covered through Art: Collage)</u></p>	<p><b>Night and Day (seasonal change)</b> Objectives:</p>	<p><b>Winter Trip to East Park (seasonal change)</b></p>	<p><b>Habitats for Woodland Creatures</b> Objectives:</p>	<p><b>Plants (investigation)</b> Objectives:</p>
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<p><b>Objectives:</b>  UTW - Use all their senses in hands-on exploration of natural materials (3-4).  UTW - Explore collections of materials with similar and/or different properties (3-4).  UTW - Talk about what they see, using wide vocabulary(3-4).  UTW - Talk about the differences between materials and changes they notice (3-4).  UTW - Explore the natural world around them (Rec).  C&amp;L - Enjoy listening to longer stories and can remember much of what happens (3-4).  C&amp;L - Connect one idea or action to another using a range of connectives (Rec).  C&amp;L - Articulate their ideas and thoughts in well-formed sentences (Rec).  C&amp;L - Learn new vocabulary (Rec).</p> <p>Read the story The Three Little Pigs/watch clip <a href="#">Three Little Pigs   LBB Songs   Sing with Little Baby Bum Nursery Rhymes - Moonbug Kids - YouTube.</a></p> <p>Show the children some different materials – wood, plastic, metal brick, cotton, wool, sponge, etc (small items/pieces as opposed to big items that can be used in treasure hunt later in the lesson).</p> <p>In KWGs, can the children go off into the classroom on a treasure hunt to find 2 different items made from wood, 2 items made from plastic, 2 items made from metal and two items made from cotton/textiles.</p> <p>Join with another group to make 2 larger groups and share the items picked up on the treasure hunt. <i>What are they used for and can different items be made from the same material? Can one item be made from more than material too?</i></p> <p>Explain to the children that they are now going to acknowledge the best materials to make:</p>	<p>Ask the children to ITT <i>what do you do during the day? What do you do at night?</i> Share ideas and use photos of the daily routine to support e.g., we sleep at night. Next, draw the children’s attention back to seasons. <i>What happens to the day and night during the winter?</i> The daylight hours are shorter so it’s darker in the morning and gets darker earlier at night. Have a dark tent set up and photos of night to share with the children. Sit outside the den and talk about the dark. When is it dark? What does it feel like to be in the dark? Show the children the ‘Day and Night Display Photos’ as a talking starter. Discuss any concerns the children have. What do you do when it’s bedtime and everywhere is dark? Do you use anything special to make it lighter? Show the children the torches and explain that you are going to be dark explorers! Peek inside the den together and talk about what it is like. Crawl inside and sit down together. <i>Can the children describe what it looks/feels like? What will happen if we turn a torch on?</i> Turn the torches on and shine them all around. <i>What do the dark explorers think about the darkness now? What do the children notice?</i> Experiment making shadows in the tent and discuss how they are made. Show the children the objects you have and demonstrate using them to make shadows with your torch. What do the children notice? Talk about what the light does and how the features of the object disappear, leaving a silhouette. <i>Can we make shadows with our hands/legs/bodies?</i> Explore using more than one torch and see if it makes a</p>	<p><b>Objectives: -</b>  UTW- Use all their senses in hands-on exploration of natural materials (3-4yrs)  UTW - Talk about what they see, using a wide range of vocabulary (3-4yrs)  UTW - Begin to understand the need to respect and care for the natural environment and all living things. (3-4)  UTW - Explore the natural world around them.  UTW - Describe what they see, hear and feel whilst outside. (Rec)</p> <p>Before heading out on trip – recap senses and some signs of winter. Encourage the children to explore using all of their senses, focusing on listening to sounds, looking at the leaves/colours, animals etc. <i>What might the creatures eat? What plants/trees can you recognise? What changes can you see?</i> Discuss looking after our natural world and respecting habitats and where animals and insects live.</p> <p>Learn and sing winter song.</p> <p><b>CP/Additional Activities</b></p> <ul style="list-style-type: none"> <li>- Home learning link: children to go on a winter walk and make a collage of what they have collected.</li> <li>- Photos in provision for children to retell their trip.</li> <li>- Children to add labels to pictures.</li> <li>- Children to create winter pictures.</li> </ul>	<p>UTW - Use all their senses in hands-on exploration of natural materials. (3-4Years)  UTW - Begin to understand the need to respect and care for the natural environment and all living things (3-4yrs)  UTW - Recognise some environments that are different to the one in which they live (Rec).  UTW - Draw information from a simple map. (Rec)  <b>If possible, visit a local forest as part of this lesson.</b>  Begin by recapping the seasons. <i>What season are we in now?</i> Recap and elicit the key signs of winter. Have a look out of the window. <i>What is the weather like today?</i> Recap that we live in Hull in England and find on a map.</p> <p>Recap the story of <i>Hansel and Gretel</i>. <i>Where is the story set?</i> <a href="#">Click here</a> to watch a clip of a forest. <i>What do you notice? How do you think it would feel to live there? What creatures might live in the forest? What trees and plants might we find there?</i> Show images of different animals and ask where they make their home. <i>How do you know?</i> Encourage the children to share their ideas with the group.</p> <p>Take the children to the outdoor area. Ask the children to have a look around, to see if there is anywhere some of the animals they have discussed, might want to make a home. The children</p>	<p>UTW - Plant seeds and care for growing plants.(3-4Years)  UTW - Understand the key features of the life cycle of a plant and an animal. (3-4Years)  UTW - Begin to understand the need to respect and care for the natural environment and all living things. (3-4 Years)  UTW - Explore the natural world around them. (3-4Years)</p> <p>Read the story <i>Jack and the Beanstalk</i> to the children. Explain that we are going to plant our own bean plants. Demonstrate how to plant a bean: Fill the cup with soil about ¾ full, make a hole using your index finger, drop the bean into the hole, cover the bean with compost and water the bean using the watering can. Give each child a plastic cup and encourage them to plant and water their own bean. Next, ask them to write their name on the sticky label and stick it to a lolly stick to stick in their plant pot. Leave the planted beans in carpet areas so the children can observe and care for them independently over time. When the beans begin to sprout, the children could measure their plants and</p>
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<p>A house for a 4<sup>th</sup> pig linked back to the story at the beginning of the lesson. Label a drawing as a whole group and stick in circle book.</p> <p>Go out onto Douglas Rd and look at a house in the local area. Can the children identify the materials used to build the house? Brick walls, Plastic window frames, wooden doors, tiled roof.</p> <p>Challenge: <i>why are bricks a good material for a house? Why is glass/plastic good materials for windows?</i></p> <p>Observations can be written up for anything children acknowledge linked to the properties of the materials etc.</p> <p>This could span over two lessons depending on the concentration of the children.</p>	<p>difference. Revisit the learning by encouraging the children to describe the difference between light and dark and explain how they made the shadows.</p> <p><b><u>CP/Additional Activities</u></b></p> <ul style="list-style-type: none"> <li>-Torches available and a dark space for the children to explore.</li> <li>-Hang a white sheet up in a dark place and shine a strong light at it. Encourage the children to make shadows using their hands, puppets, bodies, or other objects.</li> <li>-Provide piles of sticks, stones, leaves and other natural materials for children to build homes for nocturnal animals.</li> <li>-Put out chalk for children to draw around the shadows they see – children or objects. They could monitor the shadows as the sun moves.</li> <li>-Put a range of materials and torches for children to explore transparent and opaque materials.</li> </ul>		<p>could use the iPads to take photos of places they find that would make good homes. Ask questions to deepen thinking e.g., <i>Why do you think the owl would live in the tree and not the hedgehog? Why does the rabbit live underground?</i> Give each child an animal cut-out and ask them to place it on the picture, in the place where they think that animal would live. Ask the child to explain why they have placed the animal there and what they think the animal would use to build their home with (there's a resource on Twinkl).</p> <p><b><u>CP/Additional Activities</u></b></p> <ul style="list-style-type: none"> <li>- Children to create mini habitats for the creatures.</li> <li>- Maps in provision</li> </ul>	<p>look at which is the tallest/shortest. To run alongside this ongoing experiment, we could also plant some spare beans, put on in the cleaning cupboard (dark), one in the cupboard and without water, and one in the light but no water. Observe these alongside the other plants and discuss the differences in their growth. When the children's beans have started to grow, <a href="#">click here</a> to watch a timelapse clip.</p> <p><b><u>CP/Additional Activities</u></b></p> <ul style="list-style-type: none"> <li>- Children keep a class 'bean diary'</li> <li>- Area for children to observe growing plants (magnifying glasses, ipads, templates to record what they see).</li> </ul>
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Year Foundation Stage Two	Understanding The World/Science	Summer Term
<p>As Scientists we will have opportunities to explore and investigate the natural world and describe using our senses. We will investigate materials and their properties, looking closely at their differences and noticing how materials can change. We will discover more about the changing seasons and different environments.</p>		
<p><u>Development Matters content</u></p>		
<p><u>Understanding the World (Reception):</u></p>		
<p>Explore the natural world around them.</p>		
<p>Describe what they see, hear and feel whilst outside.</p>		
<p>Recognise some environments that are different to the one in which they live.</p>		
<p>Understand the effect of changing seasons on the natural world around them.</p>		
<p><u>The Natural World (ELG):</u></p>		
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>		
<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		
<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
<p><u>Broader curriculum in preparation for Year 1</u></p>		
<p><b>Animals including humans</b></p>		
<p>To understand what a habitat is and explore the local environment.</p>		
<p>To identify different sounds relating to the different animals.</p>		
<p>To identify the specific environments of animals.</p>		
<p>To identify eyes in animals and relate to sight.</p>		
<p><b>Seasonal Change</b></p>		
<p>To be able to identify that there are 4 seasons.</p>		
<p>To be able to talk about and discuss the weather that they can see.</p>		
<p>To be able describe the seasonal changes (e.g., knowing that light changes over the seasons)</p>		
<p>To be able to experience forces (e.g., discussing air resistance whilst flying a kite)</p>		
<p><b>Everyday materials</b></p>		
<ul style="list-style-type: none"> <li>To discuss different surfaces of materials (link to friction)</li> </ul>		
<p><b>Plants</b></p>		
<p>To experience planting and observing the lifecycle of plants.</p>		

Scientific Vocabulary: Summer Term

Learning linked to Development Matters											
<u>Floating and Sinking Investigation</u>			<u>Austin's Butterfly – detailed drawing Objectives:</u>				<u>Lifecycle of a frog/butterfly Objectives:</u>			<u>Plant and observe Objectives:</u>	
seasons	summer	spring	autumn	winter	minibeasts	fledglings	beach	sandcastles	aeroplane	seaside	freezing



<p>and changes they notice.  <b>Reception</b> Explore the natural world around them. <b>ELG</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explain that today we are going to be doing an experiment. We are going to be working together to gather some information about different objects. Explain that today we are learning about 'floating' and 'sinking'. ITT - <i>what does this mean?</i> TPS and feedback to group. Count the syllables and clap floating and sinking. Explain that sinking is when an item goes to the bottom and floating is when it sits on top of the water.</p> <p>Have a tuff spot with the following items: a message in a bottle, a beach ball, treasure, coins, an orange, Pirate Pete's socks etc.</p> <p>Allow the children to explore and talk about these objects and make their 'predictions' - introduce this term and explain it means their guess. Let the children verbally explain their predictions to the class.</p> <p><b>Key questions:</b> <i>What is it made of? Will it float or will it sink? Can</i></p>	<p><u>CP/Additional Activities</u></p>	<p><u>CP/Additional Activities</u></p>	<p><u>CP/Additional Activities</u></p>
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<p><i>you think why? Do you think bigger things always sink? Does it matter whether an item is heavy or not? A boat is really heavy, I couldn't pick it up, does that mean that it will sink? Does it matter about the size? Etc.</i> Get the children to consider these questions and address any misconceptions.</p> <p>Invite a child up to select an object and put it in the water - talk about what happens. <i>Does it float or does it sink? Was your guess (prediction) right? Do some objects always float?</i></p> <p>Once all the items are in the water tell the children that we now need to record our results. Have a table with two headings 'floating and sinking'. Stick the photos and write labels for the different items.</p> <p>HA to have their own table - can they draw the objects and add labels in the correct columns?</p>			
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**Learning in preparation for Year 1**

<p><u>Animals including humans</u> Minibeast Hunt Objectives: UTW - <u>CP/Additional Activities</u></p>	<p><u>World Oceans Day</u> (June 8<sup>th</sup>) <b>UTW –</b></p>	<p><u>Seasonal Change</u> <u>Summer (seasonal change)</u> Objectives: - <b>UTW-</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect</p>	<p><u>Everyday materials</u></p>	<p><u>Plants</u> - Plant flowers, vegetables, and herbs in our</p>	<p><u>Summer Solstice (invite parents to BBQ/Summer story time)</u> <u>Someone Swallowed Stanley – Planet Protectors</u></p>	<p><u>Water and Land Objectives:</u> <b>UTW –</b> Explore the natural world around me and recognising similarities and</p>
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		<p>of changing seasons on the natural world around them. (Rec)</p> <p><b>The Natural World</b> – 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. (ELG)</p> <p>Explain that today we are going to learn about the season summer. ITT <i>what are the four seasons?</i> Share ideas. ITT <i>what happens during summer?</i> Share ideas and add any to a large sheet of paper.</p> <p><a href="#">Click here to watch clip</a> and encourage the children to narrate what they can see as you watch. Collect ideas about changes that occur during summer and activities which we can enjoy during summer - record thought shower to add to washing lines and have photos to support follow up discussion.</p> <p><b>Summer info:</b> Summer is the warmest season with the longest hours of sunlight. Summer is a time when people often go on holidays and we have a long summer holiday from school. Summer is a good time to see lots of minibeasts (especially moths, butterflies, beetles, bees, crickets etc). Summer is a good time to visit the seashore. Bats are most active during the summer evenings (look for them after sunset in woods and parks). During the summer young birds</p>		<p>outdoor area.</p> <p>sensory garden and learn about the types of plants which attract insects and why these are important.</p>	<p><b>Objectives:</b> UTW -</p> <p><b><u>CP/Additional Activities</u></b></p>	<p>differences. (Rec)</p> <p><b>The Natural World</b> - Explore the natural world, understanding similarities and differences within it, making observations, and drawing pictures of animals. (ELG)</p> <p>Have a selection of animals and the children are to explore these animals and then have a discussion.</p> <ul style="list-style-type: none"> <li>• <i>Where can we find animals?</i></li> <li>• <i>Are all animals the same?</i></li> <li>• <i>What differences can you see in these animals?</i></li> </ul>
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		<p>(fledglings) leave their nests when they have feathers but before they can fly to gain their confidence and explore. Bees are most active during the summer.</p> <p>Explain that the pirates from our story are wanting to go on a summer holiday. Have a suitcase of items and as a group sort them into those that are suitable during summer and those which should be used during a different seasons (sun hat, sun cream, water, scarf, jumper etc). Encourage children to share their thinking and reasons. Go for a walk on the field (I think the Woodland Walk is still closed - this could be in small groups) to look for signs of summer (remind children to use their senses) and take photos of what the children observe.</p> <p><b>CP/Additional activities:</b></p> <ul style="list-style-type: none"> <li>- Leave suitcase and seasons pictures in provision for children to sort</li> <li>- Click here to sing <a href="#">Seasons of the Year song</a></li> <li>- Talk about safety in the sun/around water/hot BBQs (have items such as sun cream, the sun, sunglasses, beach, barbecue and paddling pool).</li> <li>- Children could apply sun cream to a doll. Have laminated pictures of children and shaving foam/cream for the children to practise applying cream (this could be added to a tuff</li> </ul>				<p>Inform the children that today we are going to be discussing the habitats for these animals. Clap out the syllables. <i>Does anyone have an idea of what the word 'habitat' means?</i> Tell the children that a habitat is the natural home or environment of an animal. It is where they live. Today we are going to be focusing on the land and water. Have 2 hoops to sort the animals and label these with the children. Go through an example of an animal and why it lives in each habitat? Can they tell you why? Introduce the vocabulary of: fins, gills,</p>
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		<p>tray in provision - cream, laminated pictures, foam)</p> <ul style="list-style-type: none"> <li>- Make ice lollies pouring juice and adding fruit to keep us cool (I'm sure the kitchen would let us leave them in their big freezer to set - revisit changes freezing and melting (plastic cups, lolly sticks with names on, juice, fruit).</li> <li>- Bee pollination activity (small paper bags, cheesy puff crisps, bee finger puppets, flower cut out)</li> </ul> <p><b>Resources:</b> suitcase, sun cream, sun glasses, sun hat, bottle of water, jumper, scarf, sandals, swimming costume,</p> <p><b><u>CP/Additional Activities</u></b></p>			<p>wings, fur, claws etc.</p> <p>Let the children to take it in turns to place and animal in the place where they think it lives, do the others agree?</p> <p>Ask the children why they have placed it in that category. <i>Why do they not belong in another habitat? What do they think that animal's homes look like? Do they like warm or cold weather? What is similar about these animals? What is different? Do we think all of these animals could be found near where we live?</i></p> <p><b><u>CP/Additional learning opportunities</u></b></p>
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