

Intent      What am I learning to do?	Implementation
<p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>• Make observations of the natural world: talk about and record observations through drawing.</li> <li>• Look closely and notice how some things are the same and some are different.</li> <li>• Describe the features of different environments.</li> <li>• Describe and compare the seasons.</li> <li>• Talk about ways in which to look after the natural world.</li> <li>• To name a variety of living things.</li> <li>• Describe the features of plants and animals.</li> <li>• To talk about how things grow and change.</li> <li>• To name parts of the human body.</li> <li>• To talk about how things look, feel, sound and smell.</li> <li>• To observe and talk about changes in materials.</li> </ul> <p><b><u>Early Learning Goals:</u></b></p> <ul style="list-style-type: none"> <li>• Children explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Children 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.</li> <li>• Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b><u>Vocabulary</u></b>  Family, job titles within society (police, firefighter etc),  Celebration.  Weather vocab eg rain, wind, cloudy, snow, cold, icy, frost, freeze, melt.  Features in the school grounds: tree, trunk, branch, twig, leaves, spiky, crunchy.  Autumn, winter.</p> <p>Space, rocket, space station, satellite, moon, planets, gravity, earth, orbit, astronaut, solar system, world.  Key animal names, body part names, life cycle: egg, caterpillar, chrysalis, butterfly.  Prey, nocturnal, hibernate.  Melting, freezing, cooling, solid, liquid.</p> <p>Material names: glass, plastic, metal, wood, hard, soft, rough, smooth, sticky, shiny, magnetic.  House, flat, bungalow, detached, semi-detached.  Road, pavement, bridge, shop, pub, library, fire station, restaurant  Growing, plants, leaves, flower, stem, seed, root.</p>	<p><b><u>CP Enabling environments</u></b>  <b>Cosy Den:</b> books.  <b>Building Zone:</b> small world play animals.  <b>Message Centre:</b> drawing animals and plants.  <b>Carpet Kingdom:</b> topic teaching.  <b>Workshop:</b> communicating understanding of the natural world through their Art/DT work.  <b>Tinker table:</b> magnets, magnifying glasses, natural materials, colour paddles.  <b>Far Away Kingdom:</b> planting and growing, forest school experiences: exploring the natural environment.</p> <p>Enhancements to the provision are added throughout the year to tie in with current topics:</p> <p><b><u>Autumn Term: We are all Superheroes.</u></b></p> <ul style="list-style-type: none"> <li>• Characteristics of Autumn and Winter to include frequent seasonal walks around the school grounds observing changes.</li> </ul> <p><b><u>Spring Term: 5,4,3,2,1 Blass Off! All Creatures Great and Small</u></b></p> <ul style="list-style-type: none"> <li>• Spring</li> <li>• Life cycles understanding processes and changes.</li> <li>• Body parts.</li> <li>• Planet Earth – our world and where we live.</li> <li>• Looking after our natural world, caring for the environment.</li> <li>• Animals and their habitats, contrasting environments.</li> <li>• Observing changes in materials: heating, cooling, melting, mixing.</li> <li>• Making observation of animals.</li> </ul> <p><b><u>Summer term: What Happened Once Upon a Time?</u></b></p> <ul style="list-style-type: none"> <li>• Observing and monitoring growth/change in plants and vegetables.</li> <li>• Materials and their properties.</li> <li>• Summer.</li> <li>• Healthy Eating.</li> </ul> <p><b><u>Impact</u></b>  <b><u>By the end of Foundation Stage I Can.....</u></b></p> <ul style="list-style-type: none"> <li>• Name some plants and animals.</li> <li>• Name some parts of plants and animals.</li> <li>• Talk about similarities and differences.</li> <li>• Talk about observations.</li> <li>• Talk about changes.</li> <li>• Talk about how to look after the natural world. Make careful drawings of observations.</li> </ul>