

**Autumn Term - Reception**

Programme of Study	Knowledge, Skills and Understanding	Activities/Links to Topics
The Seasons	<p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Start to use the vocabulary associated with the seasons.</p> <p>Introduce Autumn and Winter. Comment on the weather and temperature making simple observations linked to seasonal understanding.</p> <p>Comment on what they see in their local environment such as leaves falling from trees and make connections, linking it to their seasonal understanding.</p> <p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes (The Wind Blew by Pat Hutchins, Leaf Man by Lois Ehlert, Pumpkin Soup by Helen Cooper, Bear Snores On by Karma Wilson, One Snowy Night by Nick Butterworth, The Gruffalo's Child by Julia Donaldson, Snow Friends by M. Christina Butler).</p> <p>Collect and examine evidence of changing seasons talking about what they see.</p>
Materials	<p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Link to text 'The Gingerbread Man'</u>: Make gingerbread men discussing the processes and changes that happen and discuss how these changes are irreversible by mixing ingredients together and using temperature to make the changes.</p>
The Natural World	<p>ELG Explore the natural world around them and making observations.</p>	<p><u>Link to text 'Whatever Next!'</u>: Be able to ask and answer questions in familiar contexts, e.g. What happens at night? What can we see when it's dark? What helps us to see in the dark? How do we travel? How do things move? Provide children with have frequent opportunities for outdoor play and exploration.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>

Scientific Enquiry	ELG Explore the natural world around them and making observations.	<p>Select equipment and materials to use to create e.g. a nest, or animal habitat (bug hotel, hedgehog home)</p> <p>To observe closely and present results</p>
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Spring Term - Reception		
Programme of Study	Knowledge, Skills and Understanding	Activities/Links to Topics
The Seasons	<p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>DM Understand the effect of changing seasons on the natural world around them.</p>	<p>Recap the vocabulary associated with the seasons.</p> <p>Introduce Spring. Comment on the weather and temperature making simple observations linked to seasonal understanding.</p> <p>Comment on what they see in their local environment such as flowers in bud, and make connections, linking it to their seasonal understanding.</p> <p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes (The Tiny Seed by Eric Carle, One Springy Day by Nick Butterworth, The Secret Path by Nick Butterworth, Hugless Douglas and the Perfect Spring Day by David Melling).</p> <p>Collect and examine evidence of changing seasons talking about what they see.</p>
Senses	DM Describe what they see, hear and feel whilst outside.	<p><u>Link to text 'The Gruffalo'</u>: Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Use their senses and hands on exploration of natural materials and their environment to explore and talk about what they see, hear, smell and touch.</p> <p>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</p> <p>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p>

<p>The Natural World</p>	<p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b><u>Link to text 'What the Ladybird Heard'</u></b>: Sort e.g. living things, into two simple groups, using given criteria. Communicate what they have learned through drawing or some other way of recording.</p> <p>Can comment on how two animals, are similar or different from each other; notice and describe how they change as they grow - duck eggs.</p> <p>Ask and answer questions about what they have observed, e.g. May ask and answer science based questions on first hand experiences and books.</p> <p><b><u>Link to scientific enquiry with the duck eggs</u></b>: After close observation, draw pictures of the natural world, including animals. Provide equipment such as magnifying glasses.</p>
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**Summer Term - Reception**

Programme of Study	Knowledge, Skills and Understanding	Activities/Links to Topics
<p>The Seasons</p>	<p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>DM Understand the effect of changing seasons on the natural world around them.</p>	<p>Recap the vocabulary associated with the seasons.</p> <p>Introduce Summer. Comment on the weather and temperature making simple observations linked to seasonal understanding.</p> <p>Comment on what they see in their local environment such as trees in full bloom, summer flowers, minibeasts, and make connections, linking it to their seasonal understanding.</p> <p>Comment on characters, settings and events in stories that are linked to seasonal characteristics and changes (Kipper's Sunny Day by Mick Inkpen, Oliver's Fruit Salad by Vivian French, Grandma's Beach by Rosalind Beardshaw, Warm Sun, Soft Sand by Linzi West).</p> <p>Collect and examine evidence of changing seasons talking about what they see.</p>
<p>The Natural World</p>	<p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>ELG 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>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Communicate orally, in simple descriptions and explanations for example talk about a farm, which animals live there / plants grow there and the job of the farmer.</p> <p><b>Link to text 'Handa's Surprise':</b> After close observation, draw pictures of the natural world, including plants. Provide equipment such as magnifying glasses.</p> <p>Talk about their knowledge for example that some animal habitats need certain conditions such as polar bears prefer to live in cold climates. Demonstrate this through their small world play and storytelling.</p> <p>Take part in activities such as recycling in school, rewilding projects, traffic calming posters and develop an eco- conscious approach to classroom practices and resources.</p> <p>Ask and answer questions about what they have observed, e.g. Who lives where? Why do some animals live in cold places and some do not? Why is plastic harmful? How can we help to keep our planet clean?</p>

Scientific Enquiry	Understand the importance of oral hygiene and how to look after their bodies and own personal hygiene.	'Germ Attack' and 'Stopping the Spread' experiments to support the understanding of what germs are and how they spread, to understand the importance of good hygiene in keeping healthy and to develop good self-care practice. <a href="https://www.teachingideas.co.uk/sites/default/files/albanyeyfslessonplans_0.pdf">https://www.teachingideas.co.uk/sites/default/files/albanyeyfslessonplans_0.pdf</a>
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