

Woolsery Primary School Early Years Planning *Learning at the Heart of the Community*

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Biology	Chemistry	Physics
<ul style="list-style-type: none"> ● Create opportunities to discuss how we care for the natural world around us. ● Offer opportunities to sing songs and join in with rhymes and poems about the natural world. ● After close observation, draw pictures of the natural world, including animals and plants. ● Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. ● Teach children about a range of contrasting environments within both their local and national region. ● Model the vocabulary needed to name specific natural features of the world. ● Share non-fiction texts that offer an insight into contrasting environments. ● Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. 	<ul style="list-style-type: none"> ● Observe and interact with natural processes, such as ice melting, light travelling through transparent material, an object casting a shadow, a magnet attracting an object. 	<ul style="list-style-type: none"> ● Observe and interact with natural processes, such as 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.

Scientific Enquiry (also linked to CofETL)

- Provide children with frequent opportunities for outdoor play and exploration.
- 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.
- Encourage focused observation of the natural world.
- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

- 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.

Development Matters

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Assessment

- Can children talk about and draw what they can see?
- Can children describe their environment and comment on contrasting environments from books?
- Can children describe what changes in each season?

Vocabulary

Science, experiment, investigation, test, why, senses, world, plants (leaf, stem, root, flower, seeds), animals, humans, materials, see through, push/pull (linked to magnets), natural, change, grow, decay, rot, environment

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

All About Me – Senses, growth and change (humans)	Space/Christmas – planets, light
<ul style="list-style-type: none"> ● I know about the life cycle of a human. ● I can talk about how I have changed since I was a baby. ● I can talk about similarities, differences, pattern and change in relation to people. 	<ul style="list-style-type: none"> ● I can name planets in the solar system. ● I can explore with torches to make different shadows and colours. ● I can talk about famous scientists who are linked to space. ● I can talk about changes I can see in autumn.
Amazing animals dinosaurs – comparing and grouping	Once upon a time – growing plants, naming
<ul style="list-style-type: none"> ● I can identify which dinosaurs are plant or meat eaters. ● I can talk about similarities and differences in relation to dinosaurs. ● I can name different body parts from dinosaurs. ● I can talk about changes I can see in winter. 	<ul style="list-style-type: none"> ● I can name parts of a plant. ● I know how to care for growing plants. ● I know some similarities and differences in relation to plants. ● Life cycles of a chick - Little red hen.
Come outside!– farm visit, caterpillars to butterflies, contrasting environments	Pirates – Floating and sinking, sea life
<ul style="list-style-type: none"> ● I know how to care for animals. ● I know I need to care for the natural environment and all living things. ● I know some features of our school environment and how they might vary from another (habitat of the week, weekly texts). ● I can talk about changes I can see in spring. 	<ul style="list-style-type: none"> ● I can sort objects into those that float and those that sink. ● I can create my own floating object. ● I can talk about similarities and differences in relation to sea creatures. ● I can talk about changes I can see in summer.