

Cycle A	Adult Led How much do you love me? Child led projects	Adult Led What can we imagine? <i>Child Led question and provocations to be added</i>	Adult Led Who and What Lives in Our World? <i>Child Led question and provocations to be added</i>	Adult Led Are Eggs Alive? <i>Child Led question and provocations to be added</i>	Adult Led How many colours make a world? <i>Child Led question and provocations to be added</i>	Adult Led Who Lives In A Rockpool? <i>Child Led question and provocations to be added</i>
	Super me	STEM Focus - Water	Bugs	How can I care for living things?	SE led - What bubbles can you make?	What can I find at the beach?
	<p>0-3 Years: PSED - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on, UTW Notice differences between people. UTW - Make connections between the features of their family and other families</p> <p>To be able to identify similarities and differences between them and others. To be able to use the correct vocabulary to name body parts and senses. To be able to identify things that their body can do To know simple ways that they can look after their body and stay safe. To identify how they have changed over time.</p>	<p>0-3 Years: UTW - Explore and respond to different natural phenomena in their setting and on trips. UTW - Explore natural materials, indoors and outside. UTW - Explore materials with different properties.</p> <p>ELG</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>This unit should be child-led in terms of its focus and led by local industry e.g a guest speaker from the local water plant/ fire brigade to look at how water is transported etc.</p> <p>Children should develop their knowledge of water in different forms e.g. ice, steam, waves.</p> <p>Children should explore toys/ mechanisms that are water powered/ altered and ask and answer questions about how they work e.g. floating and sinking linked to boats at the marina. Water wheels linked to real ones.</p>	<p>0-3 Years: UTW - Explore natural materials, indoors and outside. UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>To know that they share their school environment with other living things and be able to identify a range of habitats. To know the changes that happen in Autumn – winter? To know that decaying leaves are food and home for a variety of insects and be able to name some common ones. To notice the changes in some trees and plants at this time (and that some do not change) Children to ask and answer questions about animal habitats and make simple predictions about habitats e.g. where they may find insects based on what they know so far. Children could develop this by constructing a bug hotel to match these properties.</p>	<p>0-3 Years: UTW - Explore natural materials, indoors and outside. UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Living eggs</p> <p>To be able to use scientific vocabulary to identify key stages in the life of a chicken.</p> <p>To make comparisons between the young of different animals and themselves as infants.</p> <p>To be able to identify some things that living things need in caring for the chicks.</p> <p>To describe and document change e.g. through photographs.</p>	<p>0-3 Years: UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>BSW bubble experiments pack.</p> <p>Children to explore how one small change and can have consequences. They should begin to explore how the decisions they make change what happens and use these to start making predictions and solve problems e.g how could you make a bigger bubble? How could you change the shape? How could you make more bubbles</p>	<p>0-3 Years: UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>To show care and concern for living things and the environment (30-50 months)</p> <p>To be able to identify some of the different habitats found on the coast and describe them.</p> <p>To know the difference between sea water and fresh water</p> <p>To observe similarities and differences between farm animals and those found at the beach.</p> <p>To begin to use scientific vocabulary to discuss animal and to apply scientific vocabulary to describe plant features.</p>

Cycle B	Adult Led Do you want to be my friend? Child led projects	Adult Led What happens when I fall asleep?	Adult Led Can we explore it?	Adult Led Can we make a difference?	Adult Led How does food get on my plate? <i>Child Led question and provocations to be added</i>	Adult Led How do things change?
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	What happens during harvest?	Where does the snow go?	SE led - How can I stay dry?	Rubbish	Where does my food come from?	STEM focus – Wind
	<p>0-3 Years: UTW - Explore natural materials, indoors and outside.</p> <p>UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>ELG</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>To know/recall some of the crops grown locally.</p> <ul style="list-style-type: none"> To know the changes in plant growth from seed to fully grow plant. To know the different ways harvests are collected. E.g. children can explore farm machinery as well as looking at how seeds can be harvested from plants (adult poppies are great for this) and how crops such as cranberries are harvested by flooding the field. To explore where in the world different crops are grown and to know that crops are harvested at different times. To be able to name different foods 	<p>0-3 Years: UTW - Explore natural materials, indoors and outside.</p> <p>UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Draw on knowledge of forms of water to explore those around them: sleet, snow, ice, hail, fog etc.</p> <p>To use appropriate scientific vocabulary to describe material properties e.g. freezing, melting, slippery</p> <p>To relate their own experiences to scientific problems e.g. how to free Lego men trapped in ice to helping the school caretaker grit the playground.</p>	<p>0-3 Years: UTW - Explore natural materials, indoors and outside.</p> <p>UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>ELG</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>How can we keep teddy dry?</p> <p>Children to explore different materials that clothes are made out of and begin to relate them to their uses e.g. stretch leotards, high-vis jackets.</p> <p>Children to formulate their own ideas and test them. Through this process, children to be exposed to the idea of simple tests to explore their ideas and identifying conclusions.</p> <p>Vocab: waterproof, water resistant, absorbent, stretchy, tough, warm etc.</p>	<p>0-3 Years: C&L - Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>EAD - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Through exploring 'rubbish', children can explore the properties of materials and use associated scientific vocabulary to describe them (texture, floating, sinking, magnetic etc).</p> <p>To know what happens to our rubbish including recycling and composting. For example, children can make their own paper from old paper to learn about recycling.</p> <p>To be able to apply simple knowledge of properties to identify what objects are made from and sort materials.</p> <p>To be able to relate their activities to wider-world activities e.g. exploring magnets in the setting and seeing how magnets are used to separate rubbish.</p>	<p>0-3 Years UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>To be able to use scientific vocabulary e.g. bulb, seed, stem, leaf, petal, root.</p> <p>To know what plants need to grow.</p> <p>To observe how plants change as they grow, including fruit and vegetables.</p> <p>To identify fruit and vegetables that grow in their area (EY setting, agricultural crops).</p> <p>To know that we need a varied diet (food groups covered in KS1)</p>	<p>0-3 Years UTW - Explore and respond to different natural phenomena in their setting and on trips.</p> <p>This unit should be child-led in terms of its focus and led by local industry e.g the local wind turbines and wind mill</p> <p>Children should develop their knowledge of wind through exploring wind powered toys and mechanisms.</p> <p>Children should explore toys/ mechanisms that are wind powered/ altered and ask and answer questions about how they work e.g. sails on boats, hand held windmills and balloon cars.</p>

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