



Theme Overview		Project Outcomes	
<p>Understand the effect of changing seasons on the natural world around them. Explore the natural world around them - after close observation draw pictures of the natural world including plants and animals. Describe what they can see, hear and feel whilst outside. Learn and use new vocabulary throughout the day.</p>		<p>To know that plants grow from seeds and they need soil, water and sunlight. To talk about and compare plants that are growing in the garden. To measure and compare bean/pea plants height. To label parts of a plant - stem, root, petal, leaves. To match and name and sort farm animals with their offspring - lamb, calf, foal, piglet, duckling, kid, kitten, puppy.</p>	
<p>Science prompt questions. What can you see? What does it remind you of? What do you think will happen next? How can we change this? What do you already know about...? What is the same/different? I wonder why... I wonder when... I wonder how... I wonder what... What would happen if...?</p>		<p>Longitudinal study Opportunities to record the weather changes. To take photos and comment on changes in trees, plants that are growing. Prepare ground and plant seeds. Water plants and care for them. Name and draw pictures of plants and flowers that are growing.</p>	
Skills Focus	Sequence of Learning		
<p>Main Skills Focus: Observation, comparison, sorting and classifying, measuring.</p> <p>Linked Skills Focus: Maths link - Compare lengths. "My plants is taller than his".</p>	<p>Lesson 1 LI To know seeds need soil, water and sun to grow.</p> <p>Put some beans/peas/seeds under the visualiser, does anyone know what these</p>	<p>Lesson 2 LI: To find out what they know about farm animals. (linked to literacy) - To know the difference between non fiction and fiction books.</p>	<p>Lesson 3 LI: To observe and comment on things they can see</p> <p>To check bean growth – to measure stalks using cubes, to put onto a class chart. Add to and check everyday at register time</p>

Literacy link - Jack and the Beanstalk

Literacy link - non-fiction books.

Engage in non-fiction books

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Learning about Scientists:

- Link to jobs - gardener, landscaper, garden centre,
- Farmers, vets.

Teaching science skills and techniques at Mrs Bland's Infant School.

- we encourage the children to think that we can all be scientists.
- We are curious, we share ideas, explore our environment and ask questions to find out the answers to things we don't not know yet.

are? What is the same? What is different about them?

What can we do with them? (eat –need to cook first) (plant... to grow new plants, which will then give you more beans)

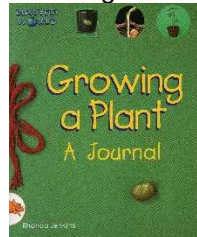
We are going to grow beans.

What do you know about how things grow?

What do they need?

How can we help it grow? Where would be a good place to plant it? (pot, garden, soil) (explain it will need to go in the garden but its too cold outside now, so we need to help it by growing it somewhere warm to start with then when its bigger we can put them outside.

Read big book – growing beans.



Children then all plant beans into pots in the classroom. (names on pots) Explain look after them, sun, water. Then can watch and see how they grow. - have a class chart to measure, using unifix cubes to see how tall they are.

Teacher – to add some to a glass jar too, so can watch the roots grow.

(in outdoor learning – prepare the ground, weeds, dig furrows to plant in once established.) (plant peas in outdoor learning linked to science week and planting veg that can eat later in the year)

Have a selection of books (authors looked at this year, farm books, familiar stories) ask the children can you sort these? How can you sort them? - can you put same authors together?, books about similar themes?

Fact/stories

Hold up the fact/ non fiction books. And one fiction book about farms. What is different about these 2 books? What is the same?

Explain that in a couple of weeks we are going to visit a farm. I'd like to record some of the things you know already. (facts) and maybe some things you would like to find out? T-P-S what do you know about farms already. Animals, vehicles', jobs they do /Divide sugar paper up and record facts they know. prompt and try and get children to expand on their answers (how do you know that? Can anyone else add something else to this? What happens if...)

Writing opportunities: Can you type on computer names of animals you know? Things you know?/ can you draw a picture and write a sentence to go with it? Can you make a non fiction book about farms?

Compare growth. Put magnifying glasses next to them so they can observe. Record any pupil voice to add to display/science powerpoint.

<p>Lesson 4 LI To learn the names of farm animals offspring</p> <p>Literacy LI: To write sentences including new science vocab learnt (baby animals names) Display pictures of baby animals on the board. Have the Mummy animal cards in your hand. (laminated cards used for provision) Get the children to choose a mummy card. Can they find the correct baby picture on the board? Do they know the correct name? - lamb, calf, chick, foal, piglet, duckling, kid, kitten, puppy - (baby rabbits are called kittens or kits) write the labels under each picture as go. Then display powerpoint baby animal collage of pictures. (teams) Can you tell your partner a sentence using the correct baby name for example. The ducklings are in the grass. Use lolly sticks to share ideas. Choose one to model how to record in a sentence. (finger spaces, using phonics. Capital letters, full stops)</p> <p>Small group: Writing sentences for baby animals using correct names. (word bank to help spelling words)</p> <p>Trip to Rushell farm. Observe farm animals pigs, cows, sheep, chickens.</p>	<p>Lesson 5 In outdoor learning</p> <p>Plant sunflower seeds in pots to then take home and look after. Encourage children to take photos and add to seesaw as they grow. Who's will be the tallest? Where have you put them? Using ipads in small groups take photos of things that have changed this term. What happens in Spring? Pupil voice. Add photos of tree/plants to birthday chart?</p>	<p>Provision ideas - opportunities for discussion and questioning.</p> <p>Collection of different seeds, bulbs, magnifying glasses. Sort and compare. Flowers and plants cut and with roots to draw and sketch. Carnation in food colouring- what do you think will happen? Plant experiment - water one and not the other? Purple mash - label a plant.(drag and drop activity) garden -plant and watch flowers grow. Small world farm animals - sorting Non fiction books - farms, plants, spring. Matching cards farm animals and offspring.</p>
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	<p>Other activities include : grain grinding, matching food product to animal. Camouflage game (caterpillars and birds)</p>		
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