



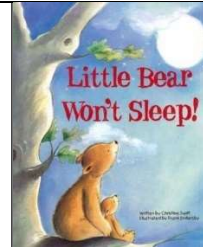
Theme Overview		Project Outcomes	
<p>Explore the natural world around them. Observe and interact with natural processes, light travelling through transparent materials, objects casting shadows. Describe what they can see, hear, feel whilst outside. (name and describe some animals they may see) Understand the effect the changing seasons have on the world around them.</p>		<p>To experiment with torches creating shadows, using shadow puppets, investigating different coloured filters, materials that are reflective/ not linked to suitable clothing to wear at night. (linked to road safety) To sort and name some nocturnal animals. To recognise some animals hunt/ are awake at night.</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 -  To name the Cherry, Ash and Maple tree. To notice and look closely at the difference between the trees, bark, size and location To talk about differences in the weather, recognise that they need to wear different clothes for each type, linked to reflective coats for safety at night. To notice that the amount of daylight we have has changed, its dark earlier after tea, its still dark when wake up in the morning. Be curious about natural objects found in the school environment. Observe and interact with natural processes - wind (kites) ice (melting) shadows (chalk on the playground)</p>		
Skills Focus		Sequence of Learning	
<p><b>Main Skills Focus:</b> To talk about what they notice To try things out</p> <p><b>Linked Skills Focus:</b> RE - Rama and Sita/ festival of light/ PSED road safety</p>	<p><b>Lesson 1</b> <b>LI: To explore natural processes.</b>  Through provision - roleplay/ or dark area. Torches, shadow puppets, posters on hand shadows, coloured filters. Adult interactions: I wonder what would happen if... we used 2 coloured</p>	<p><b>Lesson 2</b> <b>LI: To name some nocturnal animals</b> To learn new vocabulary (nocturnal) To sort pictures of animals to those who are awake/hunt at night and those who are not.</p>	<p><b>Lesson 3 (linked to Road safety)</b> <b>LI - To know that some materials can reflect light.</b>  Powerpoint- show children picture of child by the road in the dark. Can they spot it? Why not? Choose a selection of children coats.</p>

**Learning about Scientists:**  
**Thomas Edison**

**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.

filters together? you held the torch closer, further away?  
 What does that shape remind you of?



[Little Bear Won't Sleep by Christine Swift - YouTube](#)

What animals were awake at nighttime?  
 Can we write/ draw a list of all the animals they saw.  
 Owl, bats, hedgehog, mouse,  
 They have a special name we call them nocturnal animals.  
 Can you think of any other animals that are awake at night?

Through provision  
 Sorting rings can you sort the animals/pictures into nocturnal and not.

Predict which coats do they think will be better? Then can they test them.  
 In Dark area - shine torch in like car lights - do any have reflective properties?

[Be bright be seen game – THINK!](#)

Extra opportunities through provision and adult interactions.  
 Can you see the torch through this material? Does it make a shadow? Is it reflective? What would be good to wear at night time? Which coat can you see better? What could you use to make a band to go on your coat? Can you make a poster about being bright and be seen?

**Additional ideas through provision**

**Ideas for objects/events to stimulate discussions about seasons.**

Wind - ribbons, kites, paper, string, materials, capes

Rain - collecting rain water, making shelters for teddies

Ice/frost

**Ideas for objects to stimulate discussions:**

Different lights, bulbs, fairy lights, xmas lights, torches.

Dark box - materials reflective/not  
 Shadows - can you match object to shadow? Do you recognise this shadow what does it remind you of? Can you draw around your shadow outside? Can you make different shadows with your hands?

		Winter - making things with branches/twigs	
--	--	---	--