

Year Group: Foundation 1

Topic: Changing Seasons

Key Knowledge for this topic: <i>What pupils need to know or do to be secure</i>
Key knowledge for this topic: - I can tell what the weather is: rain, wind, sun and frost. - I can talk about what happens to leaves in Autumn. - I know a plant needs water to grow - I can begin to understand the need to respect and care for the natural environment and all living things - I can begin to understand the key features of the life cycle of a plant
Key Vocabulary: Plants, Animals, Spring, Summer, Autumn, Winter, seasons, change, leaves, stem, flower, growing, weather, float, sink, melt, rain, wind, sun, frost

Prior learning in previous year groups	Where is our learning going? <i>Future objectives in later year groups and key stages.</i>
No direct teaching has occurred prior to this time. What must be acknowledged however is the prior life experiences the children may have had at home before attending school. These are crucial as a foundation of experience and must be recognised and built upon in F1.	F2 objectives: I know that seasons change through the year In Autumn, I know that the weather changes and leaves begin to fall off the trees In Spring, I know that flowers will start flowering, and bulbs will grow above ground I know that bulbs grow into plants. I know they need water, sun and soil to grow. I know some of the features of my own immediate environment and how Sneinton might be different to another area I can notice changes in the weather and seasons.

Application and Synthesis: <i>Applying knowledge in familiar and new contexts, including a range of enquires</i>
Activities - Lighting fires at Forest School – talk about different elements like water, fire, smoke using senses. - Forest School crafts and activities using different natural objects - Check the weather every day and display in class. Talk about how the seasons are changing. <i>Rehearsing new words relating to Autumn and Seasons and talk about books we are reading using new vocabulary we have learnt.</i> - Look at the seasons and the weather throughout the whole year. Create a seasons and weather board in class to update each day. - Autumn nature hunt- looking for signs of Autumn outdoors.
Evidence of knowledge being applied and synthesised: - Can choose the different parts of a life cycle of an animal or plant - Show care for the environment around them and know how to look after it. - Can answer questions about what the weather is like in Sneinton during a particular season

Possible evidence to assess knowledge:	Common misconceptions:
Floor books Forest School activities Continuous provision activities Tapestry evidence	Natural environment is the same in all areas All things are made by humans/are all natural. Thinking plants grow on their own without any need for water or 'food'.

Year Group: Foundation 1

Topic: Safe and Well: How do we stay safe and well?



Key Knowledge for this topic:

What pupils need to know or do to be secure

Key knowledge for this topic:

- I can name the main body parts: head, shoulders, knees, toes, hand, fingers, leg, arm, eyes, ear, nose
- I know I need to brush my teeth twice a day to keep them healthy.
- I can name some healthy foods

Key Vocabulary:

Exercise, body, healthy, move, resting, food, unhealthy, choices, dreams, sleep, clean, wash, before, after, toilet, stranger, danger, safe, head, shoulders, knees, toes, hand, fingers, leg, arm, eyes, ear, nose

Prior learning in previous year groups:

No direct teaching has occurred prior to this time. What must be acknowledged however is the prior life experiences the children may have had at home before attending school. These are crucial as a foundation of experience and must be recognised and built upon in F1.

Where is our learning going?

Future objectives in later year groups and key stages.

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian. (F2)

Application and Synthesis

Applying knowledge in familiar and new contexts, including a range of enquires

Activities

- Follow a routine, such as brushing teeth twice a day, and use a visual timetable to make sense of the day
- Oral hygiene practice – how, when and why we brush our teeth
- Children produce toothbrushing video to share with parents on Tapestry
- Eye tests role play
- Emergency services role play
- Drawing their own body
- Naming body parts through songs e.g. heads, shoulders, knees and toes
- Showing which food choices are healthy and helping a friends make these choices
- Application through playing shops or cooking, and demonstrating healthy choices
- Sharing knowledge in a new story about fruit, vegetables, healthy eating, etc.

Evidence of knowledge being applied and synthesised:

- Can confidently say which foods are healthy choices
- Can say why we should brush our teeth
- Can share knowledge about being healthy through exercise.

Possible evidence to assess knowledge:

Floor books
Forest School activities
Continuous provision activities
Tapestry evidence

Common misconceptions:

Parents have control over making healthy choices and the child does not have any choice.
Toothbrushing isn't important. Children may not have experience of brushing their own teeth or explored why it is important.

Year Group: Foundation 1

Topic: Living and growing: How do we care for living things?



Key Knowledge for this topic:

What pupils need to know or do to be secure

Key knowledge for this topic:

- I know that a plant needs water to grow
- I can identify a range of animals and know what they need to keep them alive and happy
- I can identify simple steps in the life cycle of an animal
- I know that a seed grows into a larger plant
- I know that plants have grown since Winter and can talk about how a plant is changing over time

Key Vocabulary:

Plant, flower, bulb, worm, frog, life, alive, dead, water, food, seed

Prior learning in previous year groups:

No direct teaching has occurred prior to this time. What must be acknowledged however is the prior life experiences the children may have had at home before attending school. These are crucial as a foundation of experience and must be recognised and built upon in F1.

Where is our learning going?

Future objectives in later year groups and key stages.

F2 objectives:

- I know about the features of their own immediate environment and how environments might vary from one to another (Sneinton and another area)
- I know how to make observations about animals and plants and can talk about some simple differences
- I know some simple changes that happen to animals
- I know about the growth of a plant and frogspawn, and can observe changes that happen over time
- I know the life cycle of a frog
- I know how to draw observational drawings of plants, tadpoles, and frogs
- I know what a living thing needs to survive (plants need water, sun and soil to grow)
- I know that I need to look after the environment, including plants and animals

Application and Synthesis

Applying knowledge in familiar and new contexts, including a range of enquires

Activities

- Bulb planting with families
- Forest School sessions exploring local environment
- Observing frogs spawn
- Observing worms
- Story of Jack and the beanstalk
- Light bonfire and collect Autumn leaves
- Collect natural objects, which appear in particular seasons

Evidence of knowledge being applied and synthesised:

- Can talk about how the seasons have changed and how plant life has changed
- Can talk about a seed growing into a plant, and that it needs water to survive
- Can draw a simple picture of a scene with plants/living things

Possible evidence to assess knowledge:

Floor books
Forest School activities
Continuous provision activities
Tapestry evidence

Common misconceptions:

Plants do not grow during seasons
All animals need the same things to keep them alive