

Year Group: Foundation 2

Topic: Changing seasons



Key Knowledge for this topic:

What pupils need to know or do to be secure

Key knowledge for this topic:

- 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.

Key Vocabulary:

Seasons, Autumn, Spring, Summer, Winter, leaves, Dark, light, bulb, plant, seed, sun, soil, grow, alive, dead, difference, change

Prior learning in previous year groups:	Where is our learning going? <i>Future objectives in later year groups and key stages.</i>
F1 knowledge objectives: 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	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Year 1) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year 1) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Year 1) Distinguish between an object and the material from which it is made. (Year 1) Observe changes across the four seasons. (Year 1) Observe and describe weather associated with the seasons and how day length varies. (Year 1)

Application and Synthesis

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

Activities

- Look at changes in Autumn at Forest school e.g. collecting and sorting leaves and printing.
- Looking at how wood changed when it is burnt. Looking at how marshmallows change when they are heated.
- Compare different environments – city where we live, forest in Red Riding Hood. Learn key features of a forest through art, role play and experiences.
- Celebrate their Forest school journey through the year with photos of how things have changed across the seasons.
- 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 sort similarities and differences in the natural world in Sneinton and in a different area
- Show care for the environment around them and know how to look after it.

Possible evidence to assess knowledge:	Common misconceptions:
Floor books Forest School activities Continuous provision activities Tapestry evidence Displays	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 2

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 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

Key Vocabulary:

Leaves, stem, flower, growing, sea, animal, land, animal farm animal, recycling, weather, float, sink, ice, , young, life cycle (Examples of living things at different points in life cycle e.g. newt)

Prior learning in previous year groups:	Where is our learning going? <i>Future objectives in later year groups and key stages.</i>
F1 knowledge objectives: 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	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year 1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Year 1) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Year 1) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Year 1) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1) Distinguish between an object and the material from which it is made. (Year 1) Observe changes across the four seasons. (Year 1) Observe and describe weather associated with the seasons and how day length varies. (Year 1)

Application and Synthesis

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

Activities

- Practise observational drawing of plants and insects
- Compare different environments – city where we live, forest in Red Riding Hood. Learn key features of a forest through art, role play and experiences.
- Celebrate their Forest school journey through the year with photos of how things have changed across the seasons.
- Autumn nature hunt- looking for signs of Autumn outdoors.

Evidence of knowledge being applied and synthesised:

- Can sort similarities and differences in the natural world in Sneinton and in a different area
- Can choose the different parts of a life cycle of a frog
- Show care for the environment around them and know how to look after it.
- Can ask and answer why questions in different contexts to original topic

Possible evidence to assess knowledge:	Common misconceptions:
Floor books Forest School activities Continuous provision activities Tapestry evidence Displays	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'. Think that animals are born as adults.

Year Group: Foundation 2

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 know the names of body parts – ankle, shoulder, wrist, elbow, skeleton
- I know the different senses – hearing, seeing, feeling, smelling and I know which part of my body I use for them.
- I can describe an experience using my senses.
- I know that a baby grows into an adult
- I can tell you what jobs a firefighter and a paramedic do
- I can ask questions about the body
- I know some foods are healthy and some are not and I can tell you some of them
- I know that I need to brush my teeth for 2 minutes twice a day to keep them healthy
- I know how to manage my own basic hygiene independently such as dressing in sequence
- I know the importance of health food choices

Key Vocabulary:

Exercise, body, healthy, move, resting, food, unhealthy, choices, dreams, sleep, clean, wash, before, after, toilet, stranger, danger, safe

Prior learning in previous year groups:

Where is our learning going?

Future objectives in later year groups and key stages.

F1 knowledge objectives:

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

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Year 2)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2)

Application and Synthesis

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

Activities

- Naming different body parts and learning that a body has a skeleton inside it (drawing around each other and labelling bones)
- Senses game
- Exploring that we have a sense of smell, hearing and feel and can describe different experiences by using all senses
- Discussing when they were younger and first memories
- Exploring jobs of firefighters and police officers that keep us safe
- Looks closely at similarities, differences, pattern, and change in local environment
- Invite parents from caring professions to visit – dentist, doctor etc
- Healthy eating café open morning
- Teaching others how to use a toothbrush and why it is important to brush your teeth twice a day
- 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
Displays
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.