



Foundation Stage	Project/activities: Healthy Humans	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Birth – Three</p> <ul style="list-style-type: none"> <li>Notice differences between people.</li> </ul> <p>Three – Four</p> <ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Know how physical activity affects our bodies (e.g. when running getting out of breath, heart beats faster)</li> <li>Know that exercise, sleep and good hygiene keeps us healthy (brushing teeth, sleep, washing hands)</li> <li>Know why we need to eat a range of healthy food</li> <li>Know what types of food are healthy and unhealthy</li> <li>Know that we have 5 senses: taste, sound, sight, touch, smell and that we use our senses to explore the world around us.</li> <li>Observe and talk about facial features using mirrors to identify similarities and differences (e.g. skin, hair and eye colour)</li> <li>Record through observational drawings their own facial features</li> <li>Explore, talk about and identify the main body parts through songs, rhymes and large-scale drawings of their bodies</li> <li>Explore what their bodies can do</li> </ul>	<p>Healthy</p> <p>Unhealthy</p> <p>Fruit</p> <p>Vegetables</p> <p>Exercise</p> <p>sleep</p> <p>Taste, Touch, Smell, Sound, Sight</p> <p>Head</p> <p>Shoulders</p> <p>Knees</p> <p>Toes</p> <p>Ears</p> <p>Eyes</p> <p>Tongue</p> <p>Skin</p> <p>Hair</p> <p>Hand</p> <p>Fingers</p> <p>Fingertips</p> <p>Eyelashes</p> <p>Freckles</p>
<p>Working Scientifically (TAPs):</p> <ul style="list-style-type: none"> <li><a href="#">Predicting</a></li> <li><a href="#">Evaluating</a></li> <li><a href="#">Recording and communicating</a></li> </ul>	<p><b>Previous Learning Experiences:</b></p>	
<p>No previous experiences</p>		



Exploration through continuous provision: <ul style="list-style-type: none"> <li>• Role play: doctors, hospital</li> </ul>	
<b>Possible Community Links/trips</b>	<b>Future Learning Experiences:</b>
Knowsley Safari Park Chester zoo Farmer Ted's Windmill farm	Year 1: <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> Year 3: <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>

Foundation Stage	Project/activities: Animals	Key Vocabulary
<p>National Curriculum Objectives:</p> <p><i>Three – Four</i></p> <ul style="list-style-type: none"> <li>• <i>Understand the key features of the life cycle of a plant and an animal.</i></li> <li>• <i>Begin to understand the need to respect and care for the natural environment and all living things.</i></li> </ul> <p><i>Reception</i></p> <ul style="list-style-type: none"> <li>• <i>Explore the natural world around them.</i></li> <li>• <i>Describe what they see, hear and feel whilst outside.</i></li> </ul> <p><i>ELG</i></p> <ul style="list-style-type: none"> <li>• <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about a range of known animals (including minibeasts) and their features e.g. gills on a fish, legs on a spider</li> <li>• To know that animals grow and change over time e.g. kitten to a cat, ladybird life cycle, chick to chicken</li> <li>• To recognise similarities and differences between different animals and how they are adapted to their environment aa bird has wings so it can fly, a fish has gills so it can breathe under water</li> <li>• To know some of the environments where animals live e.g. woodlands, oceans, deserts, seashore, arctic, jungle/rainforest</li> <li>• To explore animal habitats first-hand within the school grounds and local area</li> <li>• To know what animals need to live and grow (food, water, warmth, shelter)</li> <li>• To know why we should show care and concern for living things and the environment.</li> </ul>	Minibeast Bugs Animals Birds Environment Living Dead Horns Tail wings Beak Jaws Paws skin fur Wool Feathers Scales
<p>Exploration through continuous provision:</p> <ul style="list-style-type: none"> <li>• Bug hotel (mats/logs to turn over, wildflowers and long grass)</li> </ul>		



	<b>Previous Learning Experiences:</b>
	No previous experiences
<b>Possible Community Links/trips</b>	<b>Future Learning Experiences:</b>
Knowsley Safari Park Chester zoo Farmer Ted's Windmill farm	Year 1: <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>

<b>Foundation Stage</b>	<b>Project/activities: Materials</b>	<b>Key Vocabulary</b>
<p>National Curriculum Objectives:</p> <p>Birth - Three</p> <ul style="list-style-type: none"> <li>Explore materials with different properties.</li> <li>Explore natural materials, indoors and outside.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul> <p>Three – Four</p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Know how materials change e.g. freezing and melting (ice melts to make water, water freezes to make ice)</li> <li>Know how the consistency of foodstuffs can be changed when mixed with something, heated or cooled (chocolate, jelly, spaghetti, custard, cake mix, pancake mix)</li> <li>Explore the texture of sand and mud and know that it will change when something is added e.g. water</li> <li>Explore separating sand mixed with different objects (e.g. sequins, rice, buttons)</li> <li>Know how to make bubbles and be able to talk about their shape, size and how long they last</li> <li>Explore magnets and know what types of objects are magnetic</li> <li>Know and be able to talk about the different properties and textures of different materials (feely bags, interactive displays, treasure baskets).</li> <li>Make malleable materials (cornflour slime, dough, cellulose slime)</li> <li>Provide opportunities to use materials for different purposes (den building, making hats/masks/bags, collage)</li> </ul>	<p>Freeze/Melt</p> <p>Hard/Soft</p> <p>Rough/Smooth</p> <p>Fluffy</p> <p>Bumpy</p> <p>Slimy</p> <p>Sticky</p> <p>Shiny</p> <p>Wet/Dry</p> <p>Stiff/Bendy</p> <p>Crunchy</p> <p>waterproof</p> <p>sand</p> <p>mud</p> <p>water</p> <p>ice</p> <p>magnets</p> <p>magnetic</p> <p>bubbles</p> <p>floating</p> <p>sinking</p>



<p>Working Scientifically (TAPs):</p> <ul style="list-style-type: none"> <li>• <a href="#">Observe closely</a></li> <li>• <a href="#">Explore and perform simple tests</a></li> </ul> <p>Exploration through continuous provision:</p> <ul style="list-style-type: none"> <li>• Water tray (absorbency of materials)</li> <li>• Sand tray/pit (consistency of materials, role play)</li> <li>• Construction area (junk modelling, different types of materials)</li> <li>• Mud kitchen (consistency of materials, scented herbs, stones, minibeasts)</li> </ul>		
<p><b>Possible Community Links</b></p>	<p><b>Previous Learning Experiences:</b></p>	
	<p>No previous experiences</p>	
	<p><b>Future Learning Experiences:</b></p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	

Foundation Stage	Project/Activities – Plants and Seasons	Key Vocabulary
<p>National Curriculum Objectives: Birth – Three</p> <ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> </ul> <p>Three – Four</p> <ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in seasonal walks including an Autumn walk, Winter walk, Spring walk and Summer walk.</li> <li>• Know that we have 4 seasons and know what these are called.</li> <li>• Know the similarities and differences between each season including - <ul style="list-style-type: none"> <li>- Autumn – leaves change colour and it begins to get colder. Leaves begin to fall off trees, flowers die, and grass does not grow as much.</li> <li>- Winter – it gets cold and we may spot ice, frost or snow on the ground. Plants do not grow in winter because it is very cold.</li> <li>- Spring – it starts to get warmer, we might spot flowers starting to grow and buds/blossom on trees, we still have rainy days even though it is getting warmer, we might spot signs of new life such as lambs and baby birds, we may spot more bugs.</li> <li>- Summer – we can have warm or hot days and the sun is in the sky for a long time, the trees will have lots of leaves, the grass grows very quickly.</li> </ul> </li> <li>• Talk about what they can see on their walks and be able to explain why some things happen including: <ul style="list-style-type: none"> <li>- The leaves begin to fall of trees and flowers die in autumn because it is getting cold.</li> </ul> </li> </ul>	<p>Seasons</p> <p>Autumn, winter, spring, summer.</p> <p>Hot, warm, cold.</p> <p>Frost, ice, snow.</p> <p>Flowers, buds, new life, lambs, birds, bugs,</p> <p>Sun, rain, wind, clouds,</p> <p>Leaves, trees, plants.</p>



<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>We might see ice and frost in winter because it is very cold. We don't see this in the summer because it is too hot.</li> <li>We see flowers starting to grow in the spring because it starts to get warmer but there is still a lot of rain. (Link to science – what a flower needs to grow)</li> </ul> <ul style="list-style-type: none"> <li>Take part in planting activities:             <ul style="list-style-type: none"> <li>know there are lots of different types of plants</li> <li>know how a plant grows and changes over time</li> <li>know what a plant needs to grow</li> <li>know that plants are living and can die if they don't get what they need to survive</li> <li>explore a range of fruit and vegetables (the skin, flesh, seeds, taste, texture, smell, size, shape and recognise the parts that can be eaten and those that can't)</li> </ul> </li> </ul>	
<p>Working Scientifically (TAPs):</p> <ul style="list-style-type: none"> <li><a href="#">Doing</a></li> </ul> <p>Exploration through continuous provision:</p> <ul style="list-style-type: none"> <li>Growing area (seeds, plants)</li> </ul>	<p><b>Previous Learning Experiences:</b></p> <p>No previous experiences</p>	
<p><b>Possible Community Links/trips</b></p> <ul style="list-style-type: none"> <li>Links with the Tawd Valley park</li> <li>Links with the Beacon Country Park</li> <li>Forest schools</li> </ul>	<p><b>Future Learning Experiences:</b></p> <p>Year 1:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	



Foundation Stage	Project/activities: Forces	Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Birth – Three</p> <ul style="list-style-type: none"> <li>Repeat actions that have an effect.</li> </ul> <p>Three – Four</p> <ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> <li>Explore how things work.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them.</li> </ul>	<p>Have opportunities to explore forces including:</p> <ul style="list-style-type: none"> <li>Falling – e.g. dropping objects, knocking them over, test and compare the movement of two different falling objects</li> <li>Balancing e.g. construction, balancing scales</li> <li>Floating and sinking – test and sort objects and make predictions</li> <li>Moving toys – explore a variety of toys e.g. push and pull, wind-up and pulleys</li> <li>Moving themselves – pushing and pulling themselves along the floor, pulling themselves up a climbing frame</li> <li>Flying – observe the effect of wind on different objects</li> <li>Malleable materials – explore a variety of malleable materials making them move and changing their shapes with associated forces e.g. push, pull, bend, squash, stretch, twist, mould, pinch</li> </ul>	<p>Push</p> <p>Pull</p> <p>Twist</p> <p>Turn</p> <p>Fast</p> <p>Faster</p> <p>Fastest</p> <p>Slow</p> <p>Slower</p> <p>Slowest</p> <p>Easy</p> <p>Difficult</p> <p>Quickly</p> <p>Slowly</p> <p>Up</p> <p>Down</p>
<p>Exploration through continuous provision:</p> <ul style="list-style-type: none"> <li>Water tray (floating, sinking)</li> </ul>	<p><b>Previous Learning Experiences:</b></p>	
<p>No previous experiences</p>		
<p><b>Possible Community Links/trips</b></p>	<p><b>Future Learning Experiences:</b></p>	
<p>Imagine that (Liverpool)</p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	