



Foundation Stage	Project/Activities – Seasonal Walks		Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Birth – Three</p> <ul style="list-style-type: none"> • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. <p>Three – Four</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Reception</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. <p>ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Take part in seasonal walks including an autumn walk, winter walk, spring walk and summer walk.</p> <p>Know that we have 4 seasons and know what these are called.</p> <p>Know the similarities and differences between each season including -</p> <ul style="list-style-type: none"> - 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. - Winter – it gets cold and we may spot ice, frost or snow on the ground. Plants don't grow in winter because it is very cold. - 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. - 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. <p>Talk about what they can see, hear and feel on their walks and be able to explain why some things happen including –</p> <ul style="list-style-type: none"> - The leaves begin to fall of trees and flowers die in autumn because it is getting cold. - 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. - 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) <p>Know that we have to respect and look after living things in our world such as plants and animals.</p>		<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>
<p>Possible Community Links</p>	<p>Previous Learning Experiences:</p>	<p>Future learning experiences:</p>	
<p>The Ranger Service- The Beacon- School visit The Ranger Service - West Lancashire Borough Council (westlancs.gov.uk)</p>	<p>Home learning</p>	<ul style="list-style-type: none"> - Year 1 – Seasons/hot and cold places. - Year 2- Kenya compared to UK - Year 3 – World Deserts - Year 4 – The Water Cycle - Year 5 – Climate Zones and Biomes - Year 6 – North America with a study of Mexico 	



Foundation Stage	Projects/Activities – Our school		Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Three – Four</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Reception</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Take part in walks around our school and its grounds.</p> <p>Talk about things we can see and hear (human and physical features) including –</p> <ul style="list-style-type: none"> - Immediate features of our school such as the big playground, field, trees, infant’s playground, car park, fences, EYFS play area, access ramps and why we have them. - Wider features which surround our school such as the houses and roads. <p>Have opportunities to experience a range of maps including aerial photographs, maps of the school grounds, globes etc.</p> <p>Know what a map is and how to follow a very simple map such as a treasure map based on the EYFS setting.</p> <p>Be able to create their own large scale maps (e.g. based upon small world environment/fantasy map etc).</p> <p>Use positional language, including next to, in front, behind, on top and under, when referring to or locating a position on a map or when describing a familiar route. E.g. next to the bench.</p>		<p>Map</p> <p>Building</p> <p>Playground, car park, field, trees, fences, play area, ramps, houses, roads.</p> <p>In front, behind, next to, under, on top.</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences:</p> <p>Home Learning</p>	<p>Future learning experiences:</p>	
		<p>Year 1 – Our school/London</p> <p>Year 2 – The United Kingdom</p> <p>Year 3 – Comparing UK to Italy</p> <p>Year 4 – Mountains UK and Europe/ South America</p> <p>Year 5 – Europe with a study of Russia</p> <p>Year 6 – North America with a study of Mexico/In depth study of the UK</p>	



Foundation Stage	Projects and Activities – Our amazing world		Key Vocabulary
<p>National Curriculum Objectives:</p> <p>Three - Four</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue to develop positive attitudes about the differences between people. <p>Reception</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. <p>ELG</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>Know what a globe is and that we live on planet Earth in England.</p> <p>Know that other parts of the world are different to where we live.</p> <p>Know how life in different countries differs to where we live.</p> <p>Know that people have different religions within this country and other countries.</p> <p>Use stories/videos based upon varying locations to demonstrate this e.g. Elmer, The Little Polar Bear, The Rainbow Fish etc.</p> <p>Talk about features of other environments –</p> <ul style="list-style-type: none"> Jungle can be very hot. There are lots of colourful plants and animals. This is different to where we live. The Arctic is very cold. It has lots of ice and animals like polar bears. We would have to wear very warm clothing to live here. Know how the Arctic is different to where we live. Under the sea – we can't live under the sea – to know why that is. Know what types of animals live under the sea and what it might look like. 		<p>Jungle</p> <p>Rainforest</p> <p>Arctic</p> <p>Antarctica</p> <p>Beach</p> <p>Mountains</p> <p>Hot</p> <p>Cold</p> <p>Animals</p> <p>Plants</p> <p>Different</p> <p>Globe</p> <p>Map</p> <p>Planet Earth</p> <p>England</p>
Possible Community Links	Previous Learning Experiences:	Future learning experiences:	
	Home Learning	<p>Year 1 – Hot and cold places.</p> <p>Year 2 – Seven continents and five oceans/ Kenya</p> <p>Year 3 – Italy compared to UK</p> <p>Year 4 – South America with a study of Brazil</p> <p>Year 5 – Europe with a study of Russia</p> <p>Year 6 – North America with a study of</p>	



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