

### Science Links

Children are natural investigators and explorers! Children will be encouraged to pursue their own questions and investigations and quality interactions from adults will enable children to be taught key concepts.

#### ELG: The Natural World

- Explore the 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

#### ELG: Speaking

- Participate in small group, class and one-to- on discussion, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences using past, present and future tenses and making use of conjunctions (*so, because, then...*)

**Autumn 1 – All About Me**

**Autumn 2 - Once upon a time**

**Spring Term - People who help us**

**Summer Term - Wonderful world**

Explore and experience changing seasons – nature walks, Forest school, feely boxes., gardening, daily weather chart, Months of the year song **Autumn, Spring, Sumer, Winter, change, season, conker, acorn, ice,s now.....** **Texts: Leaf Man, Tree; Seasons Come, Seasons Go, What Can you see in...? series, Owl Babies.....**

**Continuous provision/ quality adult interactions/ enhancements:** Exploring properties of sand, water, soil, mud, clay. Experiencing movement of objects, e.g. tyres, bikes. Resources to explore light (e.g. torches, light filters), sound (music table..), materials (e.g. art, gardening, Forest school), small world animals and habitats. Explore how things work, e.g. mechanisms on toys

Planting Spring bulbs.  
  
Using tweezers to explore a sunflower head  
  
What are our senses?  
Vocabulary of touch: e.g. **hard, soft, crunchy, smooth.** Forest school senses' walks **Text: My Five Senses by Aliko Brand**  
  
Naming parts of the body -sorting, comparing similarities and differences. Drawing features of ourselves.  
**Texts: Only One of Me, We Are All Different**

**Gingerbread Man** experiment: what happens when he falls in the water? **Soggy, absorb, sink, float.**  
Testing different biscuits.  
  
**Goldilocks and the Three Bear's** porridge – what happens to mild when it gets hot? What is the best way to cool it down? **dry, wet, hot, cold.**  
  
Observational drawings of Autumn – conkers, sweet chestnuts,

Exploring ice/ melting in the outdoor environment. What happens to water when it freezes? **Vocabulary of shape, texture,temperature**  
Making ice balloons, exploring different containers  
  
Firefighters – exploring pressure (tubes, pips, funnels). Inverstigating **waterproof** materials – making an outfit for a firefighter. **Text: Charlie the Firefighter**

Shadows – drawing shadow outlines of ourselves, small world animals  
  
Home – growing a sunflower.  
  
Life cycle of a butterfly – watch growth **egg, caterpillar, cocoon, butterfly, insect** **Texts: Butterfly Life Cycle, The Very Hungry Caterpillar**  
  
Minibeast hunts in forest school – habitat of minibeasts **millipede, beetle, worm, lava** **Text: Mad About Minibeasts**

<p>Stomach, elbow, thigh, ankle, wrist, naval, heel, sole.</p> <p>Changes from baby to adulthood</p> <p>Dentist Visit – how to care for our teeth</p>	<p>pumpkins, sunflower head, sycamore seeds</p>	<p>Exploring <b>reflective</b> materials – high viz investigation! <b>Shiny, light, dark, dull, bright</b></p> <p>Planting vegetables – observing growth.</p> <p>Sorting and exploring seeds. <b>Stem, flower, seed, bulb, root, leaf, fruit, flower, vegetable</b></p> <p>Observation drawings of daffodils, tulips</p>	<p>Use stories to explore animals beyond own country. Compare, sort, observational drawings.</p> <p><b>Texts: The Ugly Five, non-fiction books</b></p> <p>Harvesting and drawing plants from our allotment/ fruit and vegetables from other countries, e.g. mangoes</p> <p><b>Texts: Handa’s surprise, Oliver’s Fruit/ Vegetables/ The Tiny Seed</b></p>
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**Geography Links**

Below are a list of suggested texts and themes. These will continue to be developed/ enriched according to children’s interests and responses.

**ELG: People, Cultures and Communities**

**Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps**

**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.**

**ELG: The World**

**Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience of what has been read in class**

**Understand some important processes and changes in the natural world around them, including seasons**

<b>Autumn 1 – All About Me</b>	<b>Autumn 2 - Once upon a time</b>	<b>Spring Term - People who help us</b>	<b>Summer Term - Wonderful world</b>
<p>Name the place where we live. Discuss journey to and from school. What do you see? <b>Town, street, road, address, near, far</b></p> <p>Find our way around our classroom, school, school grounds. Explore and</p>	<p>Walk to the local church (R.E. link) – what do we see on the way?</p> <p><b>Physical features – road, shop, tree, lamppost...</b></p> <p>Exploring/ comparing environments / features</p>	<p>Take a bus journey to the local fire station!</p> <p>Look at the rescue services and their jobs/ uniforms in other countries, e.g. The Flying Doctors. Identify locations using a map/</p>	<p>Use story to explore the diversity of our wonderful world, e.g. animals, food, clothes, climate, homes...</p> <p>Identify the setting of stories on maps. How might we travel there?</p>

<p>ariel view. <b>Positional language, map</b></p> <p><b>Text: In every home, in every street by Jess Hitchman</b></p> <p><b>On the Way Home by Jill Murphy</b></p>	<p>through stories, e.g. <b>river, wood, village</b></p> <p>Where does the queen live? Where is London? What might we see there? <b>City, capital, palace</b></p> <p><b>Texts: The Queen's Knickers by Nicholas</b></p> <p><b>In the City by Carron Brown</b></p> <p><b>We're Going on a Bear Hunt by Michael Rosen</b></p> <p><b>Allen, Three Billy Goat's Gruff, The Gingerbread Man, Goldilocks,</b></p>	<p>globe. What is the same/ different?</p> <p><b>World, map, globe, country, hot, cold, climate, temperature</b></p>	<p>Using Handa's Surprise by Eileen Brown / Baby goes to Market by Atinuke/ Let's explore Kenya by Elle Parks to compare and contrast Kenya and England, e.g animals, outfits, food.</p> <p>Find Kenya on a map.</p> <p><b>World, map, Country, globe, climate</b></p>
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History Links			
Below are a list of suggested texts and themes. These will continue to be developed/ enriched according to children's interests and responses.			
<p><b>ELG:</b></p> <p><b><u>Past and Present</u></b></p> <p><b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>			
<b>Autumn 1 – All About Me</b>	<b>Autumn 2 - Once upon a time</b>	<b>Spring Term - People who help us</b>	<b>Summer Term - Wonderful world</b>
<p>Links to calendar maths – <b>days of the week, today, tomorrow, yesterday, last week, days of the week, months of the year</b></p> <p>Bringing in photos of ourselves when we were</p>	<p>The Queen – read 'Little Elizabeth'. Look at Queen's experiences of growing up and similarities/ differences to our lives. Watch the Coronation/ role play Coronation. Sort/ sequence photographs.</p>	<p>Compare experiences of being a nurse in the Crimean War and being a nurse today. Meet a real life nurse. Discuss children's experiences of doctors, hospitals....</p>	<p>Learn about the life of Mary Anning. What is a fossil? Handle/ look at images of fossils. Discuss place on time line. Make own fossils and take part in role play. Dinosaur small</p>

<p>babies and now. Baby, toddler, now timelines.</p> <p>Set up 'family tree' of people we love, e.g. grandparents. Who are they? What do they do?</p> <p>Links to R.E. unit – memories of special events (weddings, baptism, birthdays). Visit to St. Nicholas Church (historical building)</p> <p><b>Now, then, before, after, memory, old, new, parent, grandparent</b></p>	<p><b>Previous vocabulary + past, present</b></p> <p>Nursery Rhymes – look at artefacts, images from nursery rhymes in the past (Wee Willy Winky, Miss Polly, Jack and Jill). Sort/ compare old and new, e.g. night light/ candlestick, well/ tap, old and new kettles. Add artefacts to role play area. <b>Artefact, clue, long ago</b></p> <p><b>Texts: Little Elizabeth – The Young Princess Who became a Queen by Valerie Wilding</b></p> <p>Lucy Cousins Big Book of Nursery rhymes (MacMillan 1998) ISBN 0333722698</p>	<p>Listen to stories/ look at images about the lives of Mary Seacole and Florence Nightingale. Reflect on themes, e.g. bravery, and link to own experiences.</p> <p>Find out about firefighters today - visit to fire station. Firefighters then and now – use photographs/ books to find out about firefighters in the past. Sort old and new/ timeline. Join KS1 to put out 'The Great Fire of London' using a bucket chain. <b>Before living memory, change, artefact</b></p> <p><b>Texts: At the hospital by Emiline Barrea</b></p> <p><b>Fantastically Great Women by Kate Pankhurst</b></p> <p><b>People Who Help Us books by Rebecca Hunter</b></p>	<p>world play/ paleontology area.</p> <p><b>Prehistoric, millions of years ago, fossil, paleontologist, archaeologist, clue, future</b></p> <p>Read the 'Little People' book about David David Attenborough. Discuss any similar themes to Mary Anning. What work is David doing today? Links to conservation/ children's roles in looking after the world for the future.</p> <p><b>Texts: Little People, Big Dreams series by Maria Isabel Sanchez Vegara and Mikyo Noh</b></p>
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<p><b>R.E. Links</b></p>
<p>At Moorfield Primary School children in Reception will follow the Telford and Wrekin Agreed Syllabus for R.E. In Reception and KS1 children will begin to explore Christianity and Islam as well as taking part in whole school celebrations throughout the year (e.g. Diwali, Christmas, Easter, Chinese New Year, Eid). Further details of the Agreed Syllabus can be found at <a href="#">Agreed syllabus - Telford &amp; Wrekin Council</a>. Topics and themes will also be enriched by children's own interests and experiences.</p>
<p><b>ELG:</b></p> <p><b><u>People, Cultures and Communities</u></b></p> <p><b>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</b></p>

**Key Questions (drawn from the Agreed Syllabus)**

Who Am I?

Who is my community?

How do people look after each other in the community?

What and why do people celebrate?

How are festivals celebrated by religious people?

What are stories that religious people think are special?

Reception			
	Autumn	Spring	Summer
Units	Myself: Who am I?	R.E. through play: a flexible ideas unit	Special Times: Welcoming a new baby and weddings
	2. Festivals: How are they celebrated? (Christmas, Chinese New Year, Easter, <u>Divali</u> , Eid)		
Religions studied in these units	Christianity + children's own experiences	Christianity Islam	Christianity Islam