

**Year R Understanding the World/ Science Long Term Plan 24- 25**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
*Areas of seasonal change (Autumn)	*Areas of seasonal change (Autumn – Winter)	*Areas of seasonal change (Winter)	Spring Growth	Minibeasts	Under the Sea *Areas of seasonal change (Summer)

## Year R Medium Term Plan – Understanding the World/ Science

Term 4 Science- Spring Growth: Can we spot the changes? (When will it be Spring?)					
Key themes: Seasons (focusing on the transition of Winter to Spring), seasonal plant growth, trees, life cycles.					
National Curriculum Links: ELGs & Development Matters		Key Texts	Key Vocabulary	Pupil Offer	
<p><b>0-3:</b> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting.</p> <p><b>3&amp;4:</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Rec: 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. ELG: - 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.</p>		<p>When will it be Spring? The Enormous Turnip Jack and the Beanstalk Ten Seeds Rosie Plants a Radish Titch Lamb Says Boo! From Seed to Plant It Starts with a Seed Out and About Throughout the Year The Last Tree in the City Seasons Life Cycles: From Egg to Chicken</p>	<p>Seasons: Winter, Spring, Summer, Autumn, growing, weather (warmer, brighter, lighter &amp; other weathers), new life, soil, compost, seeds, bulbs, stem, leaves, roots, shoots, flowers, petals, trees, trunks, buds, blossom, eggs, chicks, chicken, hatching.</p>	<p>We begin the term with the traditional tales 'The Enormous Turnip' and 'Jack and the Beanstalk', and we plant our own bean seed. Throughout the term we watch our bean plants grow, whilst recording and documenting their progress.</p> <p>Throughout the term, we discuss how Spring is associated with new life, such as baby farm animals. At the end of the term, we begin thinking about the life cycle of a chick. *EGGucation?</p>	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>Introduction to Spring, by recapping the seasons, through looking at a powerpoint. Discuss what we experienced in Winter, to what we are expecting to experience in Spring.</p>	<p>Planting bean seeds in small groups, whilst discussing what the seed will need, and making verbal predictions about what will happen next.</p> <p><i>*Gradual observations are made throughout the term.</i></p>	<p>When seeds start to progress, we will recap what plants need to grow successfully. Introduce parts of a plant, and plant life cycle.</p> <p>Pupils will record observations throughout the term (labelling photographs/ writing sentences/ drawing pictures.)</p>	<p>Recap parts of a plant, and their purposes in more detail, using body actions and powerpoint.</p> <p>Pupils to complete a labelled drawing before the end of Term 4.</p>	<p>Recap the season of Spring, and discuss the changes we have noticed so far.</p> <p>Share Spring trees powerpoint, discussing parts of a tree and how they change during the seasons.</p> <p>Pupils to complete a blossom tree painting activity in child initiated/ art.</p>	<p>Ahead of the Easter break, we will explore the life cycle of a chick.</p>

**Term 5 Science- Minibeasts: What can we find crawling in the grass, ground, under pots and all around?**

**Key themes: Seasons (focusing on the transition of Spring to Summer), insects, natural environments, life cycles.**

National Curriculum Links: ELGs & Development Matters		Key Texts	Key Vocabulary	Pupil Offer
<p><b>0-3:</b> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting.</p> <p><b>3&amp;4:</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Understand the key features of the life cycle of an animal. 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> <p><b>Rec:</b> 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> <p><b>ELG:</b> - 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.</p>		<p>The Very Hungry Caterpillar The Very Busy Spider The Bad Tempered Ladybird Fantastic First Poems: Snail, Dragonfly, Don't Cry Caterpillar Mad About Minibeasts The Very Lazy Ladybird Bug School Snail Trail Arggrrghh, Spider! Yucky Worms Insects Minibeasties Poems Sammy Snail Life Cycles: I am a Butterfly What the Ladybird Heard Insects non- fiction</p>	<p>Insects, minibeasts, bugs (naming most common insects), underground, habitats, environments, grass, plants, bushes, meadows, fields, fly, crawl, careful, gentle, small, tiny, seasons: Spring, Summer, life cycle, caterpillars, chrysalis/ cocoon/ pupa, nectar, larvae, butterfly.</p>	<p>We start the term with Eric Carle's classic texts, whilst learning different facts about insects.</p> <p>Throughout the term we will be using the natural setting (Oak class field, Ruby Garden, school field) to search for minibeasts. This will include minibeast hunts, fact sheets and drawings.</p> <p>As a class, we will be watching baby caterpillars grow into butterflies – whilst learning about the life cycle of a butterfly.</p>
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 6
<p>Share a <b>powerpoint</b> of different insects and explain that this is our focus. Explain insects like to be looked at, not touched. Use toy insects and allow the pupils to explore. Gather information about what they already know about insects.</p>	<p>Look at minibeast habitats powerpoint, and discuss how insects like different areas to live in. Support with texts.</p> <p><i>*Pupils will be going on 'minibeast hunts' in our outside classroom, and eventually the Ruby Garden, and school field.</i></p>	<p>Depending on when our baby caterpillars arrive, we will begin exploring the life cycle of a caterpillar- butterfly.</p> <p>Pupils to complete a life cycle activity before the end of Term 5.</p>	<p>Using the internet, texts and general knowledge, we will recap what we have learnt about different insects this term.</p> <p>Pupils to complete a fact sheet by the end of Term 5.</p>	<p>Observing the butterflies fly from the net, and recap their life cycle.</p>

**Term 6 Science- Under the Sea: What does life look like under the sea?**

**Key themes: Seas and oceans, sea creatures, food chains (what sea creatures eat), coral, sea pollution.**

National Curriculum Links: ELGs & Development Matters		Key Texts	Key Vocabulary	Pupil Offer
<p><b>0-3:</b> Explore materials with different properties.</p> <p><b>3&amp;4:</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. 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. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world.</p> <p><b>Rec:</b> Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>ELG:</b> - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		<p>1000 Things Under the Sea The Mighty Splash Storm Whale Surprising Sharks Smiley Shark and the Great Big Hiccup Clumsy Crab Minnie the Minnow Catch Me if You Can Under the Sea Shark Lady Billy's Bucket Sally and the Limpet The Blue Whale</p>	<p>Seas, oceans, coral, sea creatures (naming most common creatures and sea life), species, shells, pebbles, rocks, sand, sink, float, pollution, mammals, beaches, tide.</p>	<p>Throughout the term we will be exploring different natural materials that we would find on the beach and under the sea (shells, rocks, pebbles etc.)</p> <p>With lots of outdoor water play, we will explore different properties and processes.</p> <p>We will be learning facts about certain sea life, whilst looking at a range of information texts.</p>
Lesson 1	Lesson 2	Lesson 3		
<p>Share a <b>powerpoint</b> of different sea creatures, and explain that this is our focus. Use toy sea creatures and allow the pupils to explore. Gather information about what they already know about life under the sea.</p>	<p>Explain that our seas and oceans are a habitat for lots of animals and species. Complete class activity of what we would expect to find in the sea/ ocean. Introduce sea pollution, and why it is important to look after our natural waters.</p> <p><i>*This may be taught in groups, or across a few sessions.</i></p>	<p>Using the internet, texts and general knowledge, we will recap what we have learnt about different sea creatures, and the sea/ oceans this term.</p>		