


## Dereham Church Infant and Nursery School- Science

	Year group: Reception	Area/topic: Living things & their habitats (including plants)
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <ul style="list-style-type: none"> <li>*Draw information from a simple map. (Understanding the world)</li> <li>*Explore the natural world around them. (Understanding the world)</li> <li>*Describe what they see, hear and feel whilst outside. (Understanding the world)</li> <li>*Recognise some environments that are different to the one in which they live. (Understanding the world)</li> </ul>	

Prior learning	Future learning
<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>*Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</li> <li>*Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</li> <li>*Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2 - Living things and their habitats)</li> <li>*Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</li> </ul>

Working scientifically & encouraging scientific enquiry
<p><b>Classification &amp; identification</b></p> <ul style="list-style-type: none"> <li>*Children will identify and name minibeasts.</li> <li>*Children will identify and name some plants.</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>*Children will be taught to observe closely and draw plants found in the school grounds.</li> <li>*Children will observe minibeasts found in the school grounds.</li> <li>*Children to be encouraged to touch and smell plants whilst reminded to be safe.</li> </ul>

### Pattern seeking

\*Children to look for minibeasts/plans in different areas of the school grounds and discuss what they notice.

## What pupils need to know or do to be secure

### Key knowledge and skills

#### Children will be taught to:

- Use simple vocabulary for nature such as 'flower', 'plant' and 'tree' when discussing things they see in the school playground/outdoor area
- Notice that leaves change colour and fall from the trees
- Understand that trees don't always have leaves
- Identify the colour of the leaves as they are changing
- Talk about and describe the tree leaves found on the ground, how the leaves feel and look as well as their size, colour and shape.
- Identify and name a plant and tree.
- Begin to use some basic vocabulary for parts of a tree (leaf, branch, root, trunk)
- Notice the flowers and blossom that are beginning to grow around the school grounds in Spring.
- Notice that leaves are growing back on the trees around school in Spring time.
- Compare plants/flowers/trees seen around school grounds by discussing size, colour and discussing their preference
- Begin to use some simple flower names e.g. daisy, sunflower, daffodil
- Identify plants that are in stories and correctly name these.
- Observe and draw a plant. Children will then be given opportunity to draw, paint or create a model of their own imaginary plant.
- Understand that some food comes from a plant. Children will be taught that food such as carrots or pumpkins have been grown as a plant
- Plant a seed and observe how a plant grows. Discuss the changes that happen whilst the plant grows.
- Use the correct terminology to talk about and describe the flower, leaf, petal, root, soil
- Investigate what is inside of different types of fruit and question why. Children will be encouraged to consider what would happen if the seeds from a fruit were planted.

### Possible evidence

- \*Children can use vocabulary correctly to name and describe plants and animals around the school grounds and in the local environment.
- \*Children can talk about how another environment is different to their surrounding environment.
- \*Children do not damage the living things they encounter in the natural environment.
- \*Children draw the animals and plants they find.

### Key vocabulary

Plant, tree, flower, bush, vegetable, fruit, herb, weed, animal, minibeast, names of plants and animals found in local environment.

### Common misconceptions

- \*Trees are not plants.
- \*Trees and plants are not living as they can't be seen to move.
- \*Trees are not living because they may not seem to change or grow.
- \*Weeds are bad plants.

### Books linking to this area

- \*Ladybird, ladybird fly away home
- \*Bad-tempered ladybird by Eric Carle
- \*Mad About Minibeasts by David Wojtowycz & Giles Andreae
- \*Ben Plants a Butterfly Garden by Kate Petty
- \*Norman the Slug with the Silly Shell by Sue Hendra
- \*Aargh a Spider by Lydia Monks
- \*Insects: A Close-up Look by Peter Seymour

### Memorable first hand experiences

- \*Planting a seed or bulb in the school grounds.
- \*Exploring the local environment during a walk to find plants or animals.
- \*A trip to a wildlife park.

### Opportunities for communication

- \*Adults to encourage children to discuss what they can see when exploring the environment.
- \*Adults to encourage children to describe plants and minibeasts they find.
- \*Through the use of Explorify.

--	--

DCINS Reasonable adjustments for pupils with SEND

<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>*Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.</li> <li>*Freedom to explore scientific equipment and investigate in own way.</li> <li>*Hands on experiences to encourage communication and interaction with others.</li> <li>*Pre teaching any new vocabulary.</li> </ul>	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>*Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.</li> <li>*Freedom to explore scientific equipment and processes.</li> <li>*Pre teaching new vocabulary or concepts.</li> <li>*Activities adapted if needed for safety and ease.</li> <li>*Visual aids, pictures of equipment, mats with key words and pictures</li> <li>*Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.</li> <li>*Using working walls to aid learning and remind of previous learning.</li> </ul>
--	--

### *Social, Emotional and Mental health*

- \*Awareness of individual needs, any potential triggers within the curriculum and the child's background.*
- \*Pre prepare children for any activity they could find triggering or difficult in some way.*
- \*Practical activities or experiments to be completed within a smaller group or 1:1 if needed.*
- \*If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.*
- \*Adjustments made where needed to suit individual.*

### *Sensory and Physical*

- \*Adult support with any practical activities.*
- \*Awareness of the individual's likes or dislikes and their own reactions to sensory activities.*
- \*If a child enjoys sensory activities, then plan for this wherever possible within the lesson.*