



Theme Overview

To name and describe people who are familiar to them
 Explore the natural world around them
 (Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow)
 Describe what they can see, hear and feel whilst outside.
 Understand the effect of changing seasons on the natural world around them.
 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
 Connect one idea or action to another using a range of connectives.(narrate actions, remind of previous events, extend their thinking
 Learn and use new vocabulary throughout the day.

Project Outcomes

To recognise similarities and differences between themselves and classmates.
 To talk about immediate family
 To recognise how to stay healthy:- to wash their hands, to clean their teeth.
 To be curious and ask questions about different objects and events
 To talk about what they can see, hear and feel.
 To extend their vocabulary learning names for body parts.
 To comment and explore the world outside through outdoor provision and outdoor learning.

Science prompt questions.

What can you see?

What does it remind you of?

What do you think will happen next?

How can we change this?

What do you already know about...?

What is the same/different?

I wonder why...

I wonder when...

I wonder how...

I wonder what...

Longitudinal study -


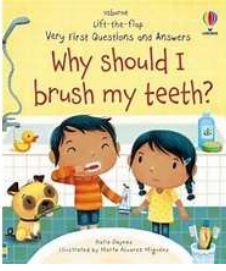
To recognise the Ash, Maple and Cherry tree.

To notice and look closely at the difference between the 3 leaves.

To talk about differences in the weather, recognise that they need to wear different clothes for each type.

To talk about, draw, print leaves and notice changes that start to occur in Autumn.

Be curious about natural objects found on the walk to school.

What would happen if...?	
Skills Focus	Sequence of Learning
<p>Main Skills Focus: Observation Comparison Sorting</p> <p>Linked Skills Focus: PSED - Keeping healthy/teeth/germs/eating DT - making fruit kebabs, link to healthy and non healthy foods. PE - keeping healthy, moving what my body does when I exercise. History - how I have changed since I was a baby.</p> <p>Learning about Scientists: Possible job roles. - Doctor, surgeon, nurse, paramedic, optician, dentist, audiologist.</p> <p>Teaching science skills and techniques at Mrs Bland's Infant School.</p> <ul style="list-style-type: none"> we encourage the children to think that we can all be scientists. 	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Lesson 1 LI To know that they need to wash their hands when they go to the toilet, before they have food and after they have been outside.</p>  <p>Explore the book What are germs? Model how to wash their hands, take photos and write instructions of the steps they need. Use the germ machine to check they have washed their hands correctly. Questions vocab by sinks for prompts? Role play doctors - what happens when you get sick? Babies and bandages, spoons, medicine? Bowls to wash the babies hands?</p> </div> <div style="width: 48%;"> <p>Lesson 2 LI to name parts of their bodies.</p> <p>Sing song head, shoulders, knees and toes, Then play an active game where children have to identify different parts of their bodies. Simon says - can you touch/wiggle/stomp/clap/blink your... Shoulders, knees, wrists, ankles, cheeks, thigh, eyebrows, palm, etc.</p> <p>Link to job roles. - Body - Doctor, Nurse, Paramedic, surgeon, Ambulance driver</p> <p>Provision Doctors surgery. Adult interactions - I have hurt my..... naming different body parts.</p> <p>Body maps, can they put labels in the correct place.</p> <p>Dice with body parts and actions to do.</p> <p>Explore x-rays, up close photos.</p> </div> <div style="width: 48%;"> <p>Lesson 3 LI: To know they need to brush their teeth.</p> <p>Recap body parts. Who helps look after your body? Doctors, Nurse, Paramedic</p> <p>Also have jobs for specific parts of your body: -Does anyone know who checks your eyes? Optician Hearing? Audiologist Teeth? Dentist.</p>  <p>Explore the book. Provision: using tooth brushes to clean fake teeth. Photos, vocab relating to the dentist. Adult asking questions to prompt thoughts - what would happen if you didn't clean you teeth? You only used water? You only used toothpaste? You didn't go to the dentist? Why don't animals need to clean their teeth?</p> </div> </div>

<ul style="list-style-type: none"> We are curious, we share ideas, explore our environment and ask questions to find out the answers to things we don't not know yet. 		<p>Can they draw around themselves/partner outside with chalk or inside on large paper.</p>	
	<p>Lesson 4 LI To look closely at themselves and compare to others.</p> <p>Outside - Can you cross the playground if... You are a boy, a girl, have brother, sister, have a pet, have brown eyes....etc</p> <p>Can you go and sit next to someone that is different to you - how? / know someone who is the same. (record pupil voice)</p> <p>Provision - linked to Art Can you paint a picture of yourself - look closely at your face shape, colour, eyes, hair etc.</p> <p>Can you make a collage?</p> <p>Can you sort the playmobile people - what is the same/ different?</p>	<p>Possible opportunities generate scientific questions.</p> <p>Senses table - what can you hear? What make that sound? Listening games. Learn: different objects can make different sounds. You need: plastic bottles part-filled with one object (e.g. rice, pasta, Lego®, pom pom, beads, pebbles), socks, pegs Make two of each type of bottle and put a sock over each bottle with a peg to keep it covered. Give each child a bottle and encourage them to listen to the sound of their bottle when they shake it gently. Play, observe & ask • How could you describe the sound? • Can you find a partner who has the same sound? Take the socks off to check if you are right!</p> <p>Feely bags/ blindfolds. - can you describe? What do you think it reminds you of? Magnifying glasses</p>	<p>Possible opportunities generate scientific questions.</p> <p>Ourselves Mirrors, loose parts, natural faces, collage. Family and baby pictures. What is the same/different? I notice... Xrays, up close pictures of parts of body - eyes, ears.</p> <p>Who is the tallest ? shortest? Can you measure yourself? How many cubes long are you?</p>

		Movement challenges- timers Linked to gross motor, fine motor	
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