






<p><b>ELG Understanding the World – Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>					<p><b>Key Vocabulary</b> Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p>
<p><b>Investigations and Skills for thinking like a Scientist</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					<p><b>Sticky Knowledge:</b> Name common plants and animals and describe their different parts.  To know how to care for their teeth.  To make healthy food choices</p>
<p><b>Comparative Tests</b> Which potato plant had the most potatoes? Which sunflower grew the tallest?</p>	<p><b>Identify &amp; Classify</b> Sorting and grouping living things – leaves by characteristics.</p>	<p><b>Observation over time</b> Observe an apple core turning brown over time Plant seeds and bulbs and observe over time. Butterfly hatching Forest school observations</p>	<p><b>Pattern seeking</b> Which animals hibernate? Which birds are outside in the winter? Which animals are nocturnal? Would a Tiger really come to Tea? (which animals are good pets?)</p>	<p><b>R e s e a r c h</b></p>	<p><b>Prior Knowledge:</b> Explore and respond to different natural phenomena in their setting and on trips (Birth to 3) e.g splashing puddles, been to woods and beach, seeing blossom</p>
<p><b>• Potential Evidence to support our Scientists (I can..):</b></p> <ul style="list-style-type: none"> <li>• I can name common plants and animals</li> <li>• I can describe the key features of these named animals and plants</li> <li>• I can describe which animals are good pets</li> <li>• I can describe what different animals eat</li> <li>• During PE lessons, I can follow instructions involving parts of the body</li> <li>• I can identify parts of the body on pictures and diagrams</li> <li>• I can explore inside and outside the classroom using different sense</li> <li>• I can describe how to look after my teeth</li> <li>• I can make healthy food choices</li> </ul>					<p><b>Future Knowledge:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1 animals) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year 1 plants)</p>
<p><b>Big Question: What are different animals and plants like?</b></p>					

<b>Cultural Capital</b>		
<b>Visits and visitors</b> Forest School Sessions Hedgehog Rescue Farming live events School trip Redwood, farm trips	<b>Experiences and events</b> On site Forest School sessions Care for plants in class Grow plants to eat in the class garden	<b>Key texts</b> Tiny Seed Eric Carle Hungry Caterpillar Eric Carle The Tiger who came to tea? Judith Kerr
<b>Community events and links</b> Allotments in Wickwar Harvest festival Food banks	<b>Global issues</b> Endangered animals Preserving water	<b>Famous people/ Key Scientists</b>
<b>Life Skills</b> Learning relationships, adaptability	<b>Key places</b> Class garden and school woodland	