

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

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

Working scientifically & encouraging scientific enquiry
<p>Classification & identification</p> <ul style="list-style-type: none"> *Children will identify and name minibeasts. *Children will identify and name some plants. <p>Observation</p> <ul style="list-style-type: none"> *Children will be taught to observe closely and draw plants found in the school grounds. *Children will observe minibeasts found in the school grounds. *Children to be encouraged to touch and smell plants whilst reminded to be safe. <p>Pattern seeking</p> <ul style="list-style-type: none"> *Children to look for minibeasts/plants in different areas of the school grounds and discuss what they notice.

What pupils need to know or do to be secure

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be taught to:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> *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	
<p>Plant, tree, flower, bush, vegetable, fruit, herb, weed, animal, minibeast, names of plants and animals found in local environment.</p>	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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

	<ul style="list-style-type: none"> *Norman the Slug with the Silly Shell by Sue Hendra *Aargh a Spider by Lydia Monks *Insects: A Close-up Look by Peter Seymour
<p><i>Memorable first hand experiences</i></p> <ul style="list-style-type: none"> *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. 	<p><i>Opportunities for communication</i></p> <ul style="list-style-type: none"> *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.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

Communication and Interaction

- *Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.
- *Freedom to explore scientific equipment and investigate in own way.
- *Hands on experiences to encourage communication and interaction with others.
- *Pre teaching any new vocabulary.

Cognition and Learning

- *Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.
- *Freedom to explore scientific equipment and processes.
- *Pre teaching new vocabulary or concepts.
- *Activities adapted if needed for safety and ease.
- *Visual aids, pictures of equipment, mats with key words and pictures
- *Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.
- *Using working walls to aid learning and remind of previous learning.

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.