



Caring, Successful,
Happy Learners

Learning Organiser **Science: Exploring the Wider World**

FS2

As part of EYFS: Understanding the World, Communication & Language & Personal, social and emotional dev.

Summer Term

British and School Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical well being	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

Working Scientifically					
Questioning	Testing	Observing	Gathering & recording data	Identifying & classifying	Suggesting answers to questions
-Explore the World around them and ask questions.			-To know that information can be gathered from books.	-To identify what is the same and what is different. -To describe or show what they did or what happened.	-To talk about what happened. -To listen to the teacher use scientific vocabulary.

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...
<p>Plants</p> <ul style="list-style-type: none"> -Plants start as a seed / bulb. -Plants need light and water to grow. <p>Understand the lifecycle of a plant</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p>	<ul style="list-style-type: none"> -Show care for my environment & living things. <p>Talk about how plants change</p> <ul style="list-style-type: none"> -Order and talk about the life cycle of a plant. -Explore the different parts of a plant. -Begin to explain what each of the parts of a plant is for. <p>Seasonal change</p> <ul style="list-style-type: none"> -Talk about some of the characteristics of each of the 4 seasons.

Learning Sequence			
	Substantive knowledge	Disciplinary knowledge objective	Activity
1	-Plants start as a seed / bulb.	-Explore the World around them and ask questions.	Planting seeds – talking about what we need. Each step and what they think will happen.
2 & 3	-Plants need light, water and nutrients to grow.	-To identify what is the same and what is different. -To describe or show what they did or what happened. -Show care for my environment & living things. -Order and talk about the life cycle of a plant.	-Keep returning to the plants to talk about what changes have happened. Take pictures of each step to order. -Talk about what each plant has needed to grow. Scribe class comments.
4		-To listen to the teacher use scientific vocabulary -Explore the different parts of a plant. -Begin to explain what each of the parts of a plant is for.	Deconstruct a plant. Talk about each part; root, stem, leaves, flower. Chn use magnifying glasses to observe closely. Talk about the importance of each part.
5		-Talk about some of the characteristics of each of the 4 seasons.	Summer walk – what has changed in our school environment? Discuss as a class

Prior Knowledge I remember	Wonderful Words Key Vocabulary		Planned Investigation, Experiences and Enrichment
	Known Vocabulary	New Vocabulary	
<ul style="list-style-type: none"> -Looking after plants at home or school. -Exploring natural materials, inside and outside. -Showing an interest in my environment. 	Spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow,	Model and encourage children to use vocabulary such as: Plant, leaf, stem, root, flower, petal, seed, fruit, vegetable, grow, shoot	How has our outdoor environment changed over the year? (observing over time) Growing and caring for a plant (observing over time)

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...	Learning Sequence			
			Substantive knowledge	Disciplinary knowledge objective	Activity
Animals including Humans -Animals are living things. -Animals change over time and can describe some of these changes. -Animals live in different places.	-Name and describe the animals that I have encountered. -Talk about how I have cared for an animal. -Can match animals to their young and name them. -Sort animals in a variety of ways, eg. feathers / no feathers, where they live, etc. -Order the life cycle of an animal.	1		-To talk about what happened. -Name and describe the animals that I have encountered. -Talk about how I have cared for an animal.	-Chn share their knowledge on animals. Make a list of how many we can think of during transition times over a week. -Class discussion on how we can look after animals. Scribe answers.
		2	-Animals are living things. -Animals live in different places.	-To know that information can be gathered from books.	Look at different places around the world. What would we expect to see in our garden area? – Go and explore
		3			Look at animals from a contrasting environment. What is it like there? Model using a book to find out more. Look at draw a UK animal and a contrasting one.
		4	-Animals change over time and can describe some of these changes.	-Can match animals to their young and name them. -Order the life cycle of an animal.	-Matching animals to their young -Ordering the lifecycle of a frog.
		5		-To listen to the teacher use scientific vocabulary. -Sort animals in a variety of ways, eg. feathers / no feathers, where they live, etc.	Chn sort animals according to different categories as a class. Activity available in provision afterwards.

Prior Knowledge I remember	Wonderful Words Key Vocabulary		Planned Investigation, experiences and Enrichment
	Known Vocabulary	New Vocabulary	
<ul style="list-style-type: none"> -Previous experiences that I have had with animals, pets, farm / zoo visits, finding minibeasts etc. I can talk about these experiences. -Humans change as they grow. -That I need to look after my environment. -Pretending to be animals in small world and role play activities. 		Vocabulary associated with the different stages of an animal eg: butterfly or frog - names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, patterns, spots stripes, lifecycle	Investigation Ideas Which are the baby animals?(pattern seeking) Which animals can fly / swim / live in cold environments / etc. ? (identifying and classifying) Enrichment opportunities -Chn going on a minibeast hunt to find animals that are in our garden.