



Caring, Successful,
Happy Learners

Learning Organiser **Science: Heroes and Heroines**

FS2

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

Spring 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
-Begin to ask questions.	-Make a suggestion about what to do. -Experiment with different apparatus, carrying out a task. -Make a simple statement referring to something that they have already encountered.	-Describe what they see, hear and feel outside.	-Observe changes in something. -With help, to explore the use of charts prepared by a teacher, eg. cut & stick, draw, tick etc.		

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...	Learning Sequence			
		Substantive knowledge	Disciplinary knowledge	Activity	
Seasonal Changes -What clothes are suitable for different weathers and throughout the year -The seasons impact on our environment eg. the weather, plants that are growing etc.	-Explore different types of weather (jumping in puddles, catching snowflakes, shadow drawings etc.) -Comment on how the seasons impact our environment throughout the year.	1	-Describe what they see, hear and feel outside. -Explore different types of weather (jumping in puddles, catching snowflakes, shadow drawings etc.)	Ongoing – exploring the different types of weather as they occur.	
		2	-What clothes are suitable for different weathers and throughout the year	-Make a simple statement referring to something that they have already encountered.	Sorting clothes – dressing themselves, dolls and teddies for different types of weather. Photograph for evidence.
		3	-The seasons impact on our environment eg. the weather, plants that are growing etc.	-Comment on how the seasons impact our environment throughout the year.	Walk around school looking for signs of Winter & Spring.

Prior Knowledge I remember	Wonderful Words Key Vocabulary		Planned Investigation, Experiences and Enrichment
	Known Vocabulary	New Vocabulary	
-Seeing different types of weather. -Wearing specific clothes in certain weathers. -Using some vocabulary in relation to the weather. Eg. sunny, raining, clouds, etc.		Spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow,	*Science Week* -Role play areas – weather stations -Sensory and seasonal walks -Link to seasonal work. –What natural objects can we find during different seasons?

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...	Learning Sequence			
<p>Materials</p> <p>-Materials come from different places. Some come from our environment.</p> <p>-Where some materials come from / how they are made.</p>	<p>-Explore what material objects could be made from.</p> <p>-Share what properties materials / objects have with support.</p> <p>-Share why a material is good at its job.</p> <p>-Observe and comment on how materials change either over time (ice melting) or through a process (baking a cake)</p>		Substantive knowledge	Disciplinary knowledge objective	Activity
		1	-Materials come from different places. Some come from our environment. -Where some materials come from / how they are made.		Research into where wool comes from (relating to clothing) and wood. Videos to support learning.
		2		-Begin to ask questions. -Share what properties materials / objects have with support.	Recap of property vocabulary. Look at castle bricks. What do they need to be? Strong, hard etc.
		3		-Make a suggestion about what to do. -Experiment with different apparatus, carrying out a task. -Explore what material objects could be made from.	Using a variety of construction materials to make a castle.
		4		-Share why a material is good at its job.	Sharing what was good about their construction material and what was difficult.
		5		-Observe changes in something. -With help, to explore the use of charts prepared by a teacher, eg. cut & stick, draw, tick etc. -Observe and comment on how materials change either over time (ice melting) or through a process (baking a cake)	Melting chocolate to make Easter nests. How has the chocolate changed?

Prior Knowledge I remember	Wonderful Words Key Vocabulary		Planned Investigation, experiences and Enrichment
<p>-Objects can be made from different materials.</p> <p>-Using my senses to describe the properties of a material.</p> <p>-Sorting objects according to their similarities.</p> <p>-The names of some common materials.</p> <p>-Using vocabulary to describe how an object feels.</p>	Known Vocabulary	New Vocabulary	<p>*Science Week*</p> <p>-Ice and changing state.</p> <p>-What makes ice melt the quickest? (observing over time)</p> <p>-What would make the best ___? (comparative testing)</p>
		<p>Talk about the differences between materials and changes that they notice.</p> <p>Model and encourage children to use vocabulary such as... ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back</p>	