


Reception Long Term Plan

	All About Me	Transport Forces	Under the Sea/Arctic	Space	Animals, minibeasts and journeys	Traditional Tales (Materials and how the change)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	<p>Model and encourage children to use vocabulary such as: hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman Expose children to supplementary vocabulary such as: bald, elderly, wrinkles, male, female, freckles</p>	<p>Model and encourage children to use vocabulary such as: float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce Expose children to supplementary vocabulary such as: force, rotate, solid, liquid, gravity</p>	<p>Model and encourage children to use vocabulary such as: names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice Expose children to supplementary vocabulary such as: environment, polar regions, ocean, camouflage</p>	<p>Model and encourage children to use vocabulary such as: Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float Expose children to supplementary vocabulary such as: sunrise, sunset, astronaut, astronomer, constellation, orbit, nocturnal, slow-motion, magnify</p>	<p>Model and encourage children to use vocabulary such as: plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest Expose children to supplementary vocabulary such as: environment</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 Expose children to supplementary vocabulary such as: solid, liquid, gas, most suited</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Previous Knowledge</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. (Nursery) • Begin to make sense of their own life-story and family's history. (Nursery) • Understand the key features of the life cycle of a plant and an animal. (Nursery) • Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) 	<ul style="list-style-type: none"> • Explore how things work. (Nursery) • Explore and talk about different forces they can feel. (Nursery) • Talk about the differences between materials and changes they notice. (Nursery) 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. (Nursery) • Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) 	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips. (Birth to three) 	<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"> • Use all their senses in hands-on exploration of natural materials. (Nursery) • Explore collections of materials with similar and/or different properties. (Nursery) • Talk about the differences between materials and changes they notice. (Nursery)
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Future Learning	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans) 	<ul style="list-style-type: none"> Compare how things move on different surfaces. (Y3 – Forces and magnets) Observe how magnets attract or repel each other and attract some materials and not others. (Y3 – Forces and magnets) Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 – Forces and magnets) Describe magnets as having two poles. (Y3 – Forces and magnets) Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3 – Forces and magnets) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (Y5 – Forces) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (Y5 – Forces) 	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 – Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 – Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) 	<ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. (Y5 – Earth and space) Describe the movement of the Moon relative to the Earth. (Y5 – Earth and space) Describe the Sun, Earth and Moon as approximately spherical bodies. (Y5 – Earth and space) Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 – Earth and space) 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2 – Living things in their habitat) Identify and name animals in their habitats, including microhabitats. (Y2 – Living things in their habitat) 	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. (Y1 – Everyday materials) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 – Everyday materials) Describe the simple physical properties of a variety of everyday materials. (Y1 – Everyday materials) Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 – Everyday materials)
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<p style="text-align: center;">Key Objectives</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Explore the natural world around them • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside.
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Misconceptions	<p>Some children may think:</p> <ul style="list-style-type: none"> sons look like their fathers and daughters look like their mothers. 	<p>Some children may think:</p> <ul style="list-style-type: none"> all light objects float and all heavy objects sink <p>objects made of the same material will always float or sink.</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> animals are furry and have four legs a bee is not an animal because it is an insect animals adapt to their surroundings, e.g. a brown bear turns white and becomes a polar bear animals living in the soil breathe by coming to the surface dragons and other mythical creatures are real animals 	<p>Some children may think:</p> <ul style="list-style-type: none"> the Earth is flat the Moon and Sun are discs stars are a pointed 'star' shape the Moon appears only at night at night, the Sun is turned off at night, the Sun goes behind the clouds. 		<p>Some children may think:</p> <ul style="list-style-type: none"> material only means fabric all plastic/wood etc. is the same.
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		All About Me	Under the Sea/ Arctic	Space	Animals, minibeasts and journeys	Topic (M)
Key knowledge to be assessed		<ul style="list-style-type: none"> Can describe themselves, family, friends and community Can create pictures of themselves, family, friends and community and identify their distinguishing features. Can talk about what they see when using a mirror. Can compare hand, foot and fingerprints and talk about how they are different. Can talk about how they look after themselves and how other people look after them. 	<ul style="list-style-type: none"> Children ask questions, make observations and talk about what they have found out about: Children can name and describe animals that live in different habitats. Can describe different habitats. 	<ul style="list-style-type: none"> Can identify the Sun, Moon and stars and talk about how they are different from Earth. Can identify differences between day and night. Can talk about animals that are active at night. Can talk about some differences between being on Earth and travelling in space. 	<ul style="list-style-type: none"> Can name and describe plants and animals in the school grounds and their environment. Children do not damage the living things they encounter in the natural environment. 	<ul style="list-style-type: none"> Can name and describe plants and animals in the school grounds and their environment. Children do not damage the living things they encounter in the natural environment.
What does this look like at Bramhope?	<p>What could be provided.</p> <p>Suggested provision areas</p>	<p>Opportunities to describe people who are familiar to them</p> <ul style="list-style-type: none"> Talking about themselves, friends, family and community using photographs Using mirrors to look at their faces Creating pictures or collages of themselves, friends, family and community Making hand and footprints using paint Making fingerprints using ink pad Using a 'magic' mirror which shows everything about them and getting children to describe themselves and how they are special Sharing books about different types of families <p>Opportunities to learn about how to take care of themselves</p>	<p>Opportunities to learn about animals from a different habitat</p> <ul style="list-style-type: none"> Sharing books about animals in the local area and animals in other countries e.g. jungle, polar regions, desert, ocean Exploring habitats in wildlife garden Observing pond habitat in school grounds Looking at pictures of animals in different habitats Watching videos of animals in different habitats Playing games involving matching animals to their habitats Playing with small world animals in different habitats Visiting the zoo, focusing on animals that live in different habitats Caring for pets from a different habitat e.g. tropical fish 	<p>Opportunities to learn about the Earth, Sun, Moon, planets and stars</p> <ul style="list-style-type: none"> Observing that the Sun appears to move across the sky Observing that it is warmer and brighter when the Sun is shining than when it is behind the clouds Observing that they can see the Moon at night and sometimes in the day Observing that they can only see the stars at night Making model planets e.g. with papier-mâché or Modroc and balloons Modelling a cratered moon landscape with papier-mâché or Modroc Observing distant objects, including the Moon, with binoculars or a small telescope Sharing books and video clips about the Earth, Sun, Moon, planets and stars 	<p>Opportunities to explore the animals in the surrounding natural environment</p> <ul style="list-style-type: none"> Finding minibeasts in the school grounds Taking photographs of the minibeasts they find in the school grounds Matching the minibeasts they find to pictures that identify them Observing the minibeasts closely, using a magnifying glass or app on a tablet Drawing pictures of the minibeasts Creating a map to show where they found each type of minibeast Sharing books about minibeasts Playing with small world minibeasts Building minibeast homes 	<p>Opportunities to explore the animals in the surrounding natural environment</p> <ul style="list-style-type: none"> Finding minibeasts in the school grounds Taking photographs of the minibeasts they find in the school grounds Matching the minibeasts they find to pictures that identify them Observing the minibeasts closely, using a magnifying glass or app on a tablet Drawing pictures of the minibeasts Creating a map to show where they found each type of minibeast Sharing books about minibeasts Playing with small world minibeasts Building minibeast homes

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		<ul style="list-style-type: none"> • Demonstrating and talking about how they look after themselves • Talking about other people that look after them • Talking to a dentist, nurse, meal supervisor/school cook, road crossing supervisor etc. • Sharing videos of people who care for us and how we look after ourselves <p>Provision Areas – Should we specify?</p>	<ul style="list-style-type: none"> • Creating pictures of animals in their habitats • Pretending to be animals • Naming and describing animals they see in books, pictures, videos or while on a trip • Describing different habitats • Looking for dew, ice, icicles and frost in the playground • Making ice pictures by putting water in a shallow tray and adding natural objects gathered from the environment and then leaving them outside to freeze or putting them in the freezer • Choosing where to put ice cubes in the playground and observing how quickly they melt • Making a snowman and observing how it changes over time • Making snowballs and putting them in different parts of the playground and observing how they change over time 	<ul style="list-style-type: none"> • Talking about what happens and what they can see and hear in the daytime and at night • Sorting small world animals into those that are active in the daytime and those that are active at night • Opportunities to learn about space travel • Joining materials to make model rockets, Moon buggies/Mars rovers and space stations • Making and testing simple air-propelled card or plastic bottle rockets • Sharing books and video clips about space exploration including video clips of astronauts walking on the Moon and floating in the space station 		<ul style="list-style-type: none"> • M • o • M • fl • B • d • o • B • a • C • c • m • P • o • th
	What adults can do	<ul style="list-style-type: none"> • Encourage children to look at photographs of different people and to describe them. • Encourage children to describe their friends and family using photographs to help them. • Encourage children to talk about how their friends and family are the same and different. • Encourage children to compare themselves to characters in books • Encourage children to compare their hand, foot and fingerprints with their friends. • Encourage children to talk about the people who look after them, both within their family and the wider 	<ul style="list-style-type: none"> • Encourage children to name and describe animals that live in different habitats while reading books, watching videos, looking at pictures or playing matching games. • Encourage children to ask questions about different animals and the habitats they live in. • Encourage children to describe habitats. • Encourage children to talk about how animals are cared for when they live outside their natural habitat. • Encourage children to move like different animals. 	<ul style="list-style-type: none"> • Encourage children to safely observe changes in the sky at different times of the day. • Support children to link changes in the sky to other observations e.g., changes in temperature and brightness. • Encourage children to observe the evening/night sky with their family. • Model asking questions about space and space travel. • Encourage children to ask questions about space and space travel. • Encourage children to move as if they were in space or on the Moon. • Encourage children to use observations from books and video clips when painting their model planets. 	<ul style="list-style-type: none"> • Ensure children are careful when observing minibeasts and return them to where they found them. • Encourage children to talk about the minibeasts they find. • Support children to name the minibeasts they find. 	<ul style="list-style-type: none"> • E • n • th • E • m • p • E • ra • m • ic • re • E • a • to • S • th

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		<p>community e.g. teachers, doctors, dentists etc.</p> <ul style="list-style-type: none"> Encourage children to ask a dentist, nurse, meal supervisor/school cook, road crossing supervisor etc. questions. 		<ul style="list-style-type: none"> Encourage children to talk about how binoculars or a telescope make distant objects appear larger and closer. Encourage children to sort animals by when they are active. Support children to decide criteria for the 'best' rocket. Support children to describe the movements of astronauts. 		<ul style="list-style-type: none"> E m m E d ti
	Enrichment/Role Play	<p>Opportunities in the role-play corner to show how people take care of them</p> <ul style="list-style-type: none"> Doctor Nurse Dentist Optician <p><i>Visit from someone who helps us</i></p>	<p>Opportunities in the role play area</p> <ul style="list-style-type: none"> Zookeeper Safari centre Aquarium Explorer/Naturalist 	<p>Opportunities in the role-play corner to learn about space</p> <ul style="list-style-type: none"> Astronomer Astronaut on a space station or rocket Rocket designer <p><i>Wonderdome</i> <i>Visit from Astro-Physicist</i></p>	<p>Opportunities in the role play area</p> <ul style="list-style-type: none"> Entomologist Ecologist Environmental scientist Beekeeper <p><i>Visit Harlow Carr</i> <i>Visit from Lion Learners</i></p>	<p>Oppor</p> <ul style="list-style-type: none"> <p><i>Den b</i></p>
	Cross Curricular links/Texts	<p>I Love My Hair by Natasha Anastasia Tarpley What I Like About Me by Alia Zobel-Nolan</p>	<p>Lost and Found by Oliver Jeffers Shark in the Park by Nick Sharratt One Day on our Blue Planet: In the Antarctic by Ella Bailey Poles Apart by Jeanne Willis Bears by Sally Morgan Usborne Beginners Bears by Helen Helbrough</p>	<p>Whatever Next! by Jill Murphy Astro Girl by Ken Wilson-Max Look Up! by Nathan Bryon How to Catch a Star by Oliver Jeffers Owl Babies by Martin Waddell</p>	<p>Incey, Wincey Spider 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 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>	<p><i>Tradit</i></p>

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					We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury	
Working scientifically opportunities		Classification <ul style="list-style-type: none"> Sort images of people according to their characteristics. Researching using secondary sources <ul style="list-style-type: none"> Find out information from visitors (dentist, nurse etc.). Pattern seeking <ul style="list-style-type: none"> Are taller children faster? Are taller children stronger? 	Classification <ul style="list-style-type: none"> Sort animals according to where they live. Researching using secondary sources <ul style="list-style-type: none"> Learn how animals from a different habitat are cared for. Learn about animals in a different habitat. Comparative testing <ul style="list-style-type: none"> How quickly do ice cubes melt in different areas of the playground? How does the block of ice change over time? How does a snowman change over time? 	Comparative testing <ul style="list-style-type: none"> Make and testing air-propelled rockets to find out which is the 'best'. Pattern seeking <ul style="list-style-type: none"> Find simple patterns in how light levels and temperature change with the movement, or obscuring of, the Sun. Research using secondary sources Find out about the Solar System, stars and space travel. Find out about nocturnal animals. 	Classification <ul style="list-style-type: none"> Name and describe animals they find in the school grounds. Pattern seeking <ul style="list-style-type: none"> Look for minibeasts in different areas of the school grounds. 	Comparative testing <ul style="list-style-type: none"> How quickly do ice cubes melt in different areas of the playground? How does the block of ice change over time? How does a snowman change over time?


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	Additional units that could be taught throughout the year or used as enhancement		
	Seasonal Changes How is the garden changing? All year	Sound	Light
Key Vocabulary	<p>Model and encourage children to use vocabulary such as: spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers</p> <p>Expose children to supplementary vocabulary such as: hibernate, migrate, snowflake</p>	<p>Model and encourage children to use vocabulary such as: sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar</p> <p>Expose children to supplementary vocabulary such as: source, crescendo, vibration, pitch</p>	<p>Model and encourage children to use vocabulary such as: Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-see through, source, light source</p> <p>Expose children to supplementary vocabulary such as: casting a shadow, pale, dark, transparent, opaque</p>
Previous Knowledge	<p>Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals, excluding humans)</p>	<p>Explore how things work. (Nursery)</p>	<p>Explore how things work. (Nursery) Talk about the differences in materials and changes they notice. (Nursery)</p>

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Future Learning	<ul style="list-style-type: none"> • Observe changes across the four seasons. (Y1 – Seasonal changes) • Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes) 	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans) • Identify how sounds are made, associating some of them with something vibrating. (Y4 – Sound) • Recognise that vibrations from sounds travel through a medium to the ear. (Y4 – Sound) • Find patterns between the pitch of a sound and features of the object that produced it. (Y4 – Sound) • Find patterns between the volume of a sound and the strength of the vibrations that produced it. (Y4 – Sound) • Recognise that sounds get fainter as the distance from the sound source increases. (Y4 – Sound) 	<ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. (Y3 – Light) • Notice that light is reflected from surfaces. (Y3 – Light) • Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. (Y3 – Light) • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (Y3 – Light) • Find patterns in the way that the size of shadows change. (Y3 – Light)
Key Objectives	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside.
Misconceptions	<p>Some children may think:</p> <ul style="list-style-type: none"> • it always snows in winter • it is always hot in the summer • all babies and young animals are born in spring • plants only have flowers in the spring and summer • animals sleep during winter • it rains to help the plants grow • when it is hotter, it is because the Sun is closer • God controls the weather. 	<p>Some children may think:</p> <ul style="list-style-type: none"> • sounds do not travel through solids and liquids. 	<p>Some children may think:</p> <ul style="list-style-type: none"> • shadows are only caused by the Sun • all shadows are black.

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		Seasonal Changes	Sound	Light
Key knowledge to be assessed		<ul style="list-style-type: none"> Can talk about different types of weather. Can talk about the four seasons. Can talk about the living things they see in the playground and on visits during each season. 	<ul style="list-style-type: none"> Can describe sounds they hear. Can identify the source of sounds. Can describe how they make sounds. 	<ul style="list-style-type: none"> Can point out shadows in the playground. Can explain when shadows can be seen in the playground. Can talk about how shadows changes during the day. Can identify the light source and the object making a shadow. Can identify shadows that are dark and pale. Can identify and describe a rainbow.
What does this look like at Bramhope?	What could be provided.	<p>Opportunities to play and explore outside in all seasons and in different weather</p> <ul style="list-style-type: none"> Playing in the rain and snow Drawing around puddles Catching rain and hail in buckets Catching snowflakes on frozen black paper and looking at them with magnifying glasses or an app on a tablet Making icicles Using scarves or pinwheels to explore the strength and direction of the wind Looking at photographs of different seasons and types of weather Sharing books about different seasons and types of weather <p>Opportunities to observe living things throughout the year</p> <ul style="list-style-type: none"> Sharing books about the seasons Going on seasonal walks to observe key features of the seasons Making artwork with seasonal found objects Visiting a canal or pond to look for birds and their young in spring Visiting a farm to see the young animals in the spring 	<p>Opportunities to listen to sounds outside and identify the source</p> <ul style="list-style-type: none"> Going on a sound walk Closing eyes and listening to the sounds around them when outside Listening to rain, wind, thunder Recording sounds when outside Playing sound identification games Catching rain in metal buckets or saucepans Making noise by blowing on a blade of grass Making wind chimes Using voices, instruments and other objects to mimic sounds they hear outdoors 	<p>Opportunities to explore shadows</p> <ul style="list-style-type: none"> Looking for shadows created by the Sun on cloudy and non-cloudy days Drawing around shadows and comparing their shape and size Making shadows using their bodies, both outside using the Sun and inside using torches Making shadows using transparent and opaque objects/materials Putting hands in a beam of light and making shadow shapes Making shadows using shadow puppets or other objects Observing a toy outside and noticing how the shadow changes during the day Observing what areas are sunny and shady at different times in the day Sharing books about shadows <p>Opportunities to explore rainbows</p> <ul style="list-style-type: none"> Making rainbows from sunlight e.g. bubbles, water sprinkler, holographic paper, CDs etc. Sharing books about rainbows

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		<ul style="list-style-type: none"> Finding minibeasts in the school grounds at different times in the year Taking photographs of the minibeasts they find in the school grounds at different times in the year Looking for birds and other animals throughout the year using binoculars Sharing books and videos about animals that migrate or hibernate over winter, gather food in autumn, build nests and lay eggs in spring etc. Taking photographs of the plants they find in the school grounds at different times in the year Observing closely and drawing the plants in the school grounds at different times in the year Matching animals and plants they find to pictures that identify them 		
	What adults can do	<ul style="list-style-type: none"> Encourage children to talk about how they feel in different types of weather/seasons. Encourage children to talk about the clothes they wear in different seasons and why. Encourage children to talk about the weather throughout the year. Encourage children to find shelter or make shelters to keep themselves dry in the rain or shade themselves when it is sunny. Encourage children to talk about how the ground changes when it rains. Encourage children to measure the size of puddles using their feet after it rains. Encourage children to talk about how puddles change over time after it rains. Encourage children to talk about the animals and plants that they find in different seasons. Encourage children to ask questions about the weather and seasonal changes. 	<ul style="list-style-type: none"> Encourage children to describe the sounds they hear. Support children to identify what is making each sound. Encourage children to ask questions about the sounds they hear and what is making them. 	<ul style="list-style-type: none"> Encourage children to talk about the shadows that they see inside and outdoors. Support children to identify the light source and the object that is making the shadow. Support children to identify that see-through objects make pale shadows and non-see-through objects make dark shadows. Support children to measure shadows using their feet or other nonstandard units. Encourage children to draw around shadows throughout the day to record how they change over time. Encourage children to talk about changes they feel when the clouds cover and uncover the Sun. Encourage children to talk about the changes to the shadows when the clouds cover and uncover the Sun. Support children to choose appropriate clothing when they are hot or out in the Sun.

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				<ul style="list-style-type: none"> Encourage children to ask questions about the shadows and rainbows that they see
	Enrichment/Role Play	<ul style="list-style-type: none"> Meteorologist Weather presenter 	Musician	
	Cross Curricular links/Texts	Traditional stories and nursery rhymes Rain, Rain Go Away Rain on the Green Grass It's Raining, It's Pouring I Hear Thunder Other texts Seasons by Anna Pang Autumn is Here by Heidi Pross Gray Spring is Here by Will Hillenbrand One Springy Day by Nick Butterworth WOW! It's Night-time by Tim Hopgood Tree - Seasons Come, Seasons Go by Britta Teckentup The Snowy Day by Ezra Jack Keats The Snowman by Raymond Briggs	Traditional stories and nursery rhymes One Coconut, Two Coconuts Pass the Secret Round Other texts Splish, Splash, Splosh by Mick Manning Alfie's Weather by Shirley Hughes Polar Bear, Polar Bear, What Do You Hear? by Eric Carle The Very Quiet Cricket by Eric Carle The Very Clumsy Click Beetle by Eric Carle	
Working scientifically opportunities	Classification <ul style="list-style-type: none"> Which clothes are suitable for each season? Observing over time <ul style="list-style-type: none"> How does a puddle change over time? How does a snowman change as it melts? How does the natural world change with the seasons Researching using secondary sources <ul style="list-style-type: none"> Find out about how animals behave in different seasons. Find out about the weather and seasons. 	Comparative testing <ul style="list-style-type: none"> How does rain sound different when it lands in different containers? Observing over time <ul style="list-style-type: none"> Listen to the siren of an emergency vehicle as it approaches and moves away. 	Comparative testing <ul style="list-style-type: none"> Compare the shape of shadows made by different objects. Classification <ul style="list-style-type: none"> Which objects/materials make dark shadows? Observing over time How do the Sun and shade change during the day? How does a toy's shadow change during the day? Researching using secondary sources <ul style="list-style-type: none"> Find out about shadows. Find out about rainbows. 	

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