

Question-based Learning Project	Intent To know...	'Sticky Knowledge' Interesting Facts EYFS & National Curriculum		Cultural Capital + Memorable Experiences	Vocabulary
<p>Nursery</p> <p>Why do leaves go crispy?</p> <p>How many pebbles on the beach?</p>	<p>- what a woodland animal is</p> <p>- that 'Autumn treasures' can be sorted</p> <p>- what a sea creature is</p> <p>- where they live</p>	<p><i>* Some animals go for a special sleep in Winter</i></p> <p><i>* Crabs have special claws to help them break open shells</i></p>	<p>3-4 years:</p> <p>Understanding the World</p> <p>- use all their senses in hands-on exploration of natural materials</p> <p>- explore collections of materials with similar and/or different properties</p> <p>- talk about what they see, using a wide vocabulary</p> <p>- begin to understand the need to respect & care for the natural environment and all living things</p>	<p>- An Autumn Walk</p> <p>- Make a 'beach' in the Nursery garden with a real ice cream stall</p>	<p>- hibernate</p> <p>- Crab, Starfish, Limpets, Mussels</p>
<p>Reception</p> <p>Do You Fly, Walk or Swim?</p> <p>Life Cycles (Spring 4 + Summer 5)</p>	<p>- what a reptile is</p> <p>- that there are similarities and differences between different habitats</p> <p>- about reptile habitats</p> <p>- how tadpoles change into frogs</p> <p>- how caterpillars change into butterflies</p>	<p><i>* Some animals use their skins to hide – camouflage</i></p> <p><i>* In 100 years there might not be any rainforests left</i></p> <p><i>* Frogs eggs are round and toad eggs are laid in a long line</i></p> <p><i>* A baby tadpole can be called a polliwog</i></p>	<p>Reception</p> <p>Understanding the World</p> <p>- Recognise some similarities and differences between life in this country and life in other countries.</p> <p>- Recognise some environments that are different to the one in which they live.</p> <p>- Explore the natural world around them.</p> <p>ELG - The Natural World</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>- reptile handling experience</p> <p>- Tadpoles tank – watch them grow</p> <p>- Caterpillars – butterflies – insect Lore</p>	<p>- reptiles.. Lizards, Komodo Dragon, Chameleon, Turtle, Tortoise, Snake</p> <p>- Habitat</p> <p>- dinosaurs – Carnivore + Herbivore</p> <p>- Tadpole + polliwog, spawn, froglet</p> <p>- caterpillar, cocoon, chrysalis, butterfly</p>

			<p><u>ELG - The Natural World</u> - understand some important processes & changes in the natural world around them, including the seasons and changing states of matter</p>		
<p>Year 1</p> <p>What will you find in a woodland habitat?</p>	<p>- names of some woodland animals & plants</p>	<p><i>* Evergreen trees never lose their leaves</i></p>	<p>♣ identify and name a variety of plants and animals in their habitats</p>	<p>- visit to Gruffalo Discovery land - bird-watching in school - set up a woodland campsite</p>	<p>- evergreen, deciduous, stem, root, petal, stalk, flower - animal names</p>
<p>Year 2</p> <p>Who lives in a habitat like this?</p> <p>Why should we protect our planet?</p>	<p>- differences between things that are living, dead, and things that have never been alive</p> <p>- The names of a variety of plants & animals in their habitats, including micro-habitats</p> <p>- how animals obtain their food from plants and other animals, using the idea of a simple food chain, & know the names</p>	<p><i>* There are 5 major habitats in the world – Aquatic, Desert, Forest, Grassland, Tundra</i></p> <p><i>* Over half of all plant & animal species in the whole world live in the Amazon rainforest</i></p> <p><i>* The Artic is a dessert</i></p> <p><i>* The Artic is not covered in snow all year</i></p> <p><i>* A Polar Bear has black skin & translucent fur</i></p> <p><i>* David Attenborough is a biologist who discovered lots of extraordinary wildlife</i></p>	<p>♣ explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p>- Local Area walk to Kilburn Junior School woods</p> <p>- Use Owl Garden/areas of school</p> <p>- Visit to Yorkshire Wildlife Park + workshop on 'Habitats and Adaptations'</p> <p>- Beach Day</p>	<p>- living + non-living - habitat, micro-habitat, organism, natural habitat, humid - consumer, producer, food chain - survive, energy - humid, suitability, adaptation, environment - living, dead, never been alive - camouflage</p>

	<p>of different sources of food</p> <ul style="list-style-type: none">- many things live in habitats to which they are suited- habitats provide for the basic needs of animals & plants- animals & plants depend on each other				
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