

Curriculum Intent and Implementation in Foundation Stage

Understanding the world – Science

Intent		Foundation Stage	Year 1
Working scientifically	Asking questions	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways
<u>Implementation</u>			

Intent	Foundation Stage	Year 1
Plants	<ul style="list-style-type: none"> Looks closely at and talks about change, e.g. plants They make basic observations of plants. <i>They make observations of plants and explain why some things occur and talk about changes.</i> Children know that the environment and living things are influenced by human activity. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees
<u>Implementation</u> <ul style="list-style-type: none"> UTW inputs Are Carrots Orange Cornerstones topic Gardening provision Enhanced resources 		

Intent	Foundation Stage	Year 1
Animals including humans	<ul style="list-style-type: none"> Looks closely at and talks about change, e.g. animals They make basic observations of animals. <i>Children know about similarities and differences in relation to living things.</i> <i>They make observations of animals and explain why some things occur, and talk about changes.</i> Children know that the environment and living things are influenced by human activity. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
<u>Implementation</u> <ul style="list-style-type: none"> UTW inputs Why do Zebras have strips Cornerstones topic Bug hotel provision Enhanced resources 		

Intent	Foundation Stage	Year 1
Seasonal change	<ul style="list-style-type: none"> Looks closely at and talks about change, e.g. seasons <i>They talk about the features of their own immediate environment.</i> <i>They talk about how environments might vary from one another.</i> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

Implementation

- UTW inputs
- Daily discussion during the morning register
- Gardening provision
- Enhanced resources

Intent	Foundation Stage	Year 1
Materials	<ul style="list-style-type: none"> Looks closely at and talks about change, e.g. objects <i>Children know about similarities and differences in relation to materials.</i> <i>They know the properties of some materials and can suggest some of the purposes they are used for.</i> 	<p>Everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties

Implementation

- UTW inputs
- Will you read me a story Cornerstones topic - 3 Pigs house materials
- Are we there yet Cornerstones topic – Materials for transport
- Construction provision
- Creative area provision
- Water play – Floating and sinking
- Enhanced resources