



Cupernham’s Longitudinal Study 2023-2024

Key idea of exploration – Comparing how three different trees change over the seasons. **Outcomes** – By the end of Year 2, all children will be able to name, recognise and describe 9 different trees and identifying key features. Progressively for year groups, children will be able to understand the difference between deciduous and evergreen as well as starting to think further on weather and animals also.

First week of every month. Year R – muddy Mondays, Year 1 and 2 on a day of the week.

We will have a big floor book for this science longitudinal study for the school to keep all our photos and discoveries/learning.

Children will be introduced to this book ‘Tree’ by Patricia Hegarty in Year R and we can be reminded of this story at the start of each Year group. It’ll run throughout the longitudinal study and is the basis of our year group’s tree art.



Year R	Year 1	Year 2
	<ul style="list-style-type: none"> Recommended model for the science curriculum at Key Stage 1 suggests children spend 15 hours per year in a long-term study of their local environment. 	<ul style="list-style-type: none"> Recommended model for the science curriculum at Key Stage 1 suggests children spend 15 hours per year in a long-term study of their local environment.
<p>Year R can access their longitudinal study work through their already timetabled ‘Muddy Monday’ sessions. On the first Muddy Monday of each month children will go out for a Muddy Monday discovery session. Here they will take part in their longitudinal study work.</p>	<p>Year 1 to have their 1.5-2 hour session one afternoon on the first week of each month. Children to go out with their class teacher for their discovery session, taking part in their longitudinal study work. Different afternoon to Year 2.</p>	<p>Year 2 to have their 1.5-2 hour session one afternoon on the first week of each month. Children to go out with their class teacher for their discovery session, taking part in their longitudinal study work. Different afternoon to Year 1.</p> <p>During the first discovery session remind the children of the book hook from Year R/1. re-read</p>

On the first week of school, children to be introduced to the **story book hook 'Tree'**. Discuss the book with the children, what do they like, what did they notice, did the tree change?

Talk to have with children in the outdoor classroom, explaining how we will be looking at 3 different trees throughout our whole year in Year R. Explain how just like in our story, we will look at our tree at different times in the year. Once a month we will all go out on our Muddy Mondays and look at our trees. Discuss what might happen to the tree throughout the year, show the timeline of tree photos from the story book and explain how we will be making our own art work to show the trees changing.

Discovery sessions – Muddy Monday, read story book/discuss seasons. What have we learnt so far? Recap what the tree looked like before, what does it look like now? Is it different? Walk round the area of Year R's 3 trees. Take photo of tree each session and discuss the changes/similarities. Exploring the environment around them too during the muddy Monday session. What is the ground like? Is it muddy? Is it icy? Are there flowers on the ground? Could have a tick sheet children take out with clipboards for children to tick what they see/what state the tree is in. can also have a tick sheet for identifying animals that may be in our grounds. Ticking if the tree has leaves, has it changed colour, have leaves fallen off, what is the weather like?

During the **first discovery session** remind the children of the book hook from Year R. re-read the story and ask the children what they remember from their learning in Year R about their 3 trees. What were their 3 trees called? Discuss with the children in Year 1 we now have 3 new trees to observe over the year together. Discuss the names of our new trees and also here bring in the **curriculum links to deciduous/evergreen**. When we are discussing our trees, discuss the different parts and the **basic structure of a variety of common flowering plants, including trees (curriculum objective)**.

Discovery sessions – one afternoon session a week during the first week of each month. Tailor this to our curriculum objectives through discussions and floor book work. Start our sessions by looking at the previous months photos. Walk to each of our three trees, discuss what is the same and what is different to the picture from last month? What do we notice? Has the weather changed from last month? Is the ground wet/dry? Does our tree have leaves? Have the leaves changed? → **Links to seasonal change and weather**. Once the outdoor part of this session has happened, come back inside/paint our trees outside if weather is dry. Year 1 to do brush control paint work to link to our art curriculum. Children can also write a sentence referring to the similarities and differences they can see underneath their artwork tree. Make sure our children recap the names of all 3 trees every session and have the same objective discussion throughout surrounding the structure of plants and trees. Our discovery sessions will also link

the story and ask the children what they remember from their learning in Year R and Year 1. Can they remember the name of the 6 trees they have looked at so far? Can they describe them. Discuss with the children in Year 2 we now have 3 new trees to observe over the year together.

Discovery sessions – one afternoon session a week during the first week of each month. Tailor this to our curriculum objectives through discussions and floor book work. Start our sessions by looking at the previous months photos. Walk to each of our three trees, discuss what is the same and what is different to the picture from last month? What do we notice? Has the weather changed from last month? Is the ground wet/dry? Does our tree have leaves? Have the leaves changed? Once the outdoor part of this session has happened, come back inside/collage our trees outside if the weather is dry. Year 2 to do collage for progression from other years. Children in Year 2 to sketch the tree's current state and write a recap of any similarities or differences they see. Make sure our children recap the names of all 3 trees every session. Year 2's discovery sessions can link to finding out how plants need water, light and a suitable temperature to grow and stay healthy. Have this as a focal point for your discovery sessions talk for learning. To meet year 2's animal curriculum objectives too, you can also think about things that are living, dead and never been alive. Talk about animals being alive, the fact trees are alive (link to plant survival objective) and other things in our environment which have never been alive etc. Discuss with Year 2 how environmental

<p>Continuous provision activity to come from discovery session – children to create their finger print tree painting to show the tree’s current state. Added to the school’s display board for the longitudinal study.</p> <p>Talk for learning and developing their vocabulary to progress to the Year 1 science curriculum.</p> <p>Towards the end of the year during these discovery sessions start linking to Year 1 curriculum objectives → basic structure of a variety of flowering plants including trees. Discuss the idea it has a petal, roots etc.</p> <p>Key vocabulary: Tree, seasons, leaves, light, dark, habitat, moist, dry, wet, humid, hot, cold, icy, buds, flowers, sticks.</p> <p>Resources: Outside space, cameras, magnifiers, identification charts, appropriate clothing, picture timeline, tree outline for artwork, paint.</p> <p>Understanding the world: Identifying animals. Seasons. Trees and plants. Scientific thinking and vocabulary.</p>	<p>highly to seasonal changes and what we notice changing in each of the four seasons. To meet the animal curriculum objectives, you can also think about/discuss and see which animals are around our local environment. Animal hunt and if we see any, classify/identify which animal group they belong to.</p> <p>Key Vocabulary: <u>Familiar from Year R:</u> Tree, seasons, leaves, light, dark, habitat, moist, dry, wet, humid, hot, cold, icy, buds, flowers, sticks. <u>Introduce more in Year 1:</u> Deciduous, evergreen, roots, petal, buds, stem, nutrients, animal vocab.</p> <p>Resources: Outside space, cameras, magnifiers, identification charts, appropriate clothing, picture timeline, tree outline for artwork, writing tools for sentences on plants, paint, paint brushes.</p> <p>Curriculum objectives met through discovery sessions:</p> <ul style="list-style-type: none"> • <u>Plants</u> – 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>Seasonal changes</u> – Observe changes across the four seasons. Observe and describe 	<p>change can affect the plants and animals that live there, for example building our outdoor classroom would have caused what? Having our pond would mean what?</p> <p>Key Vocabulary: <u>Familiar from Year R:</u> Tree, seasons, leaves, light, dark, habitat, moist, dry, wet, humid, hot, cold, icy, buds, flowers, sticks. <u>Familiar with from Year 1:</u> Deciduous, evergreen, roots, petal, buds, stem, nutrients, animal vocab. <u>Introduce more in Year 2:</u> Environmental change, micro-habitats, seeds, bulbs, mature plants, reproduce, temperature.</p> <p>Resources: Outside space, cameras, magnifiers, identification charts, appropriate clothing, picture timeline, tree outline for artwork, writing tools for sentences on plants, collage materials.</p> <p>Curriculum objectives met through discovery sessions:</p> <ul style="list-style-type: none"> • <u>Plants</u> – flowering plants make seeds to reproduce and make more plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • <u>Animals</u> – explore and compare the differences between things that are living, dead, and things that have never been
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	<p>weather associated with the seasons and how day length varies.</p> <ul style="list-style-type: none"> • <u>Working scientifically</u> – Ask simple questions and recognise that they will be answered in different ways. Observe closely using scientific equipment. Identify and classify. Gather and record data to help in answering questions. • <u>Animals</u> – Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <p>These objectives met link to the progression of curriculum in Year 2.</p>	<p>alive. Environmental change can affect the plants and animals that live there.</p> <ul style="list-style-type: none"> • <u>Working scientifically</u> - Ask simple questions and recognise that they will be answered in different ways. Observe closely using scientific equipment. Identify and classify. Gather and record data to help in answering questions.
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All work done whether that is photos, writing or art will be collected in a big floor book for our whole school's longitudinal study.

Timetable for the weeks to do the study:

MONTH	WEEK COMMENCING
SEPTEMBER	4 th September 2023
OCTOBER	2 nd October 2023
NOVEMBER	30 th October/6 th November 2023
DECEMBER	4 th December 2023
JANUARY	1 st January/5 th January 2024
FEBRUARY	5 th February 2024
MARCH	4 th March 2024
APRIL	15 th April 2024
MAY	6 th May 2024
JUNE	3 rd June 2024
JULY--	1 st July 2024