

Year 1

Animals, including humans

Prior learning

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Learning objectives

- ❖ 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.

Key vocabulary:

Fish, amphibian, reptile, bird, mammal

Common names of fish, amphibians, reptiles, birds, mammals including pets and those found in the local environment

Common structure of animals including humans including: head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, paws, fins, wings, legs, feet, toes, hooves, tail, skin, scales, fur, feathers, beak

Herbivore, carnivore, omnivore. Senses- see, hear, touch, taste, smell

Year 1

Everyday Materials

Prior learning

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. (Early Learning Goal)

Learning objectives

- ❖ 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.

Key vocabulary:

Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fabric, cotton, wool, clay.
Names of common objects made from these materials e.g. door, building block, window, pencil sharpener, teddy etc
Soft, hard, rough, smooth, stretchy, stiff, shiny, dull, rough, smooth, flexible, waterproof, absorbent, opaque, transparent.

Year 1

Plants

Prior learning

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Learning objectives

- ❖ 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.

Key vocabulary:

Leaves, flowers, blossom, petals, fruit, roots, seed, trunk, branches, stem

Names of plants in their local environment for example grass, Clover, Daisy, Buttercup, Dandelion, Sycamore, Holly, Daffodil, Tulip, Sunflower, Rose

Deciduous, evergreen tree

Year 1

Seasonal Changes

Prior learning

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Learning objectives

- ❖ Observe changes across the four seasons.
- ❖ Observe and describe weather associated with the seasons and how day length varies.

Key vocabulary:

Seasons- spring, summer, autumn, winter

Day, night, light, dark, sunrise, sunset

Weather- Sun, rain, snow, hail, wind,

Deciduous, evergreen tree

Year 2

**Animals,
including humans**

Prior learning

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)
- 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)

Learning objectives

- ❖ Notice that animals, including humans, have offspring which grow into adults.
- ❖ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- ❖ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key vocabulary:

Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, healthy, hygiene, germs, disease, water, food and air food types (examples - meat, fish, vegetables, bread, rice, pasta, fruit, dairy, eggs)

Year 2

Living things and their habitats

Prior learning

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)

- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1)

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1)

- Observe changes across the four seasons. (Y1)

Learning objectives

- ❖ Explore and compare the differences between things that are living, dead, and things that have never been alive.
- ❖ 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.
- ❖ Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- ❖ 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.

Key vocabulary:

Living, dead, non-living, habitat, micro habitat, food chain, air, food, water, shelter, heat, warmth, sun, field, pond, woodland, seashore, ocean, rainforest, arctic, desert

Year 2

Plants

Prior learning

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)

Learning objectives

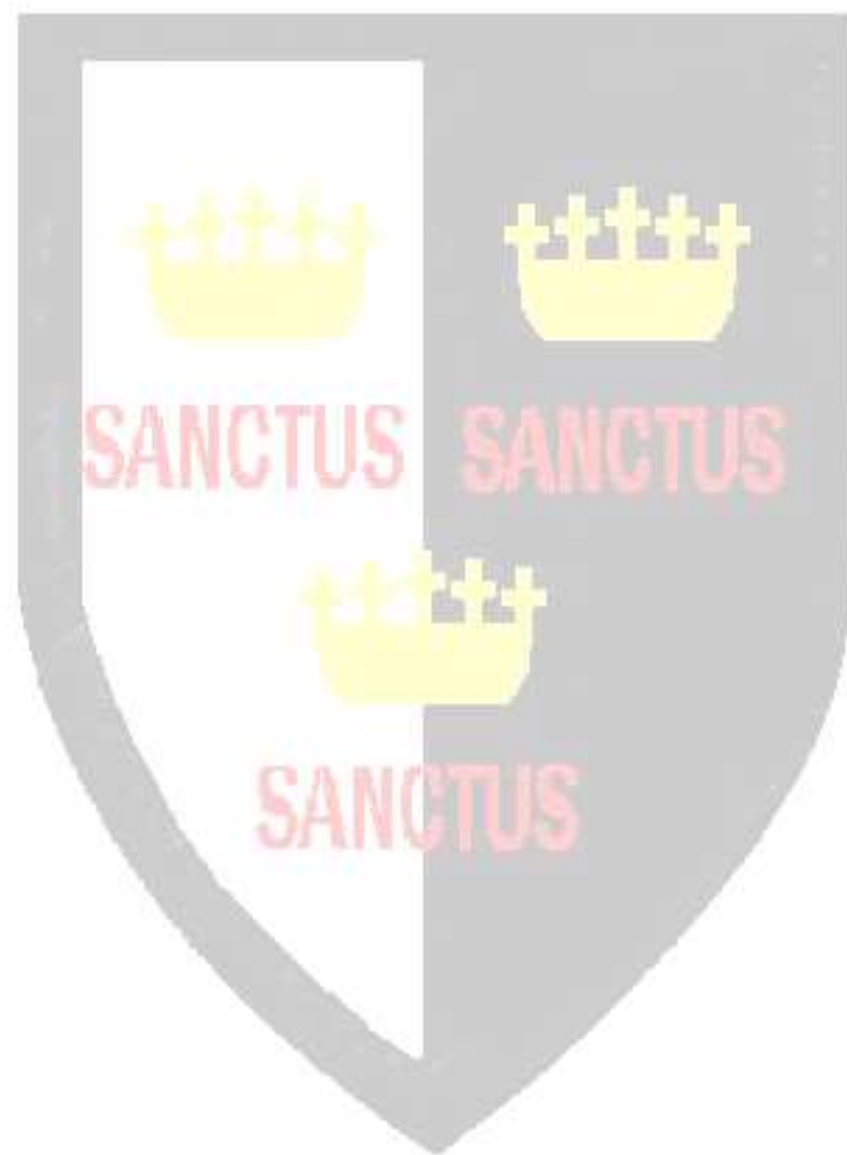
- ❖ Observe and describe how seeds and bulbs grow into mature plants.
- ❖ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Key vocabulary:

Seeds, bulbs, grow, healthy, water, light, temperature, soil,

Leaves, stem, flowers, blossom, petals, fruit, roots, trunk, branches, bark

Names of plants in their local environment for example grass, Clover, Daisy, Buttercup, Dandelion, Sycamore, Holly, Daffodil, Tulip, Pansy and plants they grow to eat such as lettuce, tomatoes, cucumber, cress



Year 2

Uses of everyday materials

Prior learning

Distinguish between an object and the material from which it is made. (Y1)

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1)
- Describe the simple physical properties of a variety of everyday materials. (Y1)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)

Learning objectives

- ❖ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- ❖ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Key vocabulary:

Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fleece, cotton, wool, polyester.

Words to describe why certain materials are suitable for particular uses e.g. soft, hard, stretchy, stiff, shiny, dull, rough, smooth, flexible, rigid, waterproof, absorbent, opaque, transparent, translucent

Squash, bend, twist, stretch