

Key – All About Me **AAM**, Animals **A**, Celebrations **Cibr**, Colour **C**, Keeping Healthy **KH**, Materials **M**, Minibeasts and Growing **M&G**, People Who Helps Us **PWHU**, Seasons **S**, Traditional Tales **TT**, Under the Sea **UtS**, Plants **P** Not explicit but forms part of many units

STRAND		Development Matters Birth to Three	Development Matters Three to Four Years Olds	Development Matters Reception	EYFS ELG	Year 1
Substantive Know						
	Plants (Biology)	- Eat finger food and develop likes and dislikes (PD) - Try a wider range of foods with different and textures (PD) Children try a range of different foods from plants. - Explore different Materials and tools (PD) - Compare sizes, weights etc. using gesture and language (M) - Explore natural materials, indoors and outside (UTW)	- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel (PD) - Use one-handed tools and equipment (PD) Follow instructions to plant common seeds and plants. - Make healthy choices about food, drink, activity and toothbrushing (PD) - Make comparisons between objects relating to size, length, weight and capacity (M) Make simple comparisons between plants and the different varieties of plants in their local environment. - Begin to describe a sequence of events, real or fictional using words such as 'first', 'then...' (M) - Understand the key features of the life cycle of a plant and an animal (UTW) Order a series of images to show the life cycle of a plant. - Use all their senses in hands-on exploration of natural materials (UTW) - Plant seeds and care for growing plants (UTW) - Begin to understand the need to respect and care for the natural environment and all living things (UTW) Objectives found in: KH, G, S	- Use new vocabulary in different contexts (C&L) Use basic vocabulary around plants such as flower and leaf. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD) Use tools to examine plants such as magnifying glasses. - Know and talk about the different factors that support their overall health and wellbeing (PD) Begin to understand how plants are a source of food and contribute to a balanced diet. - Compare length, weight and capacity (M) Make simple comparisons between plants and the different varieties of plants in their local environment. - Explore the natural world around them (UTW) - Describe what they see, hear and feel whilst outside (UTW) - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them (UTW) Make note of some changes that occur during different seasons. Begin to notice leaves falling from trees. Objectives found in: KH, G, S	- Explore the natural world around them making observations and drawing pictures of animals and plants (UTW – TNW) Make observations and drawings of plants. Know leaf, stem, petals. - 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 (UTW – TNW) Identify some common areas/green spaces and how these are different to developed areas such as playgrounds - Understand some important processes and changes in the natural world around them including the seasons (UTW – TNW) Can plant seeds and care for growing plants. Understand basic plant lifecycle. - Use a range of small tools, including scissors, paintbrushes and cutlery (PD – FMS) Use tools and follow instructions when planting. Objectives found in: G, S, TT	- Can name common plants and describe the basic parts of flowering plants (deciduous/evergreen) - Can describe key features of trees and plants e.g. shapes of leaves, colour of flower, blossom. - Can use photos to talk about how plants change. Can talk about plant lifecycles. - Know basic parts of plant e.g. leaf, stem, petal, flower, stalk, bud, roots, fruit, bark, blossom.

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Animals including humans (Biology)	- Compare sizes, weights etc. using gesture and language (M) Describe animals and plants as big/small and notice differences between them. - Make connections between the features of their family and other families (UTW) - Notice differences between people (UTW) Notice similarities and differences between people including those closest to them. Objectives found in: AAM, A, G	- Make healthy choices about food, drink, activity and toothbrushing (PD) Know that food affects their bodies e.g. satiating hunger. Identify some ways we look after our bodies such as toothbrushing. - Begin to describe a sequence of events, real or fictional using words such as 'first', 'then...' (M) - Understand the key features of the life cycle of a plant and an animal (UTW) Identify some changes and differences about growing up and begin to sequence these. - Talk about what they see, using a wide range of vocabulary (UTW) Use vocabulary to describe basic features of animals and people. Identify some common body parts. - Begin to understand the need to respect and care for the natural environment and all living things (UTW) Talk about how to care for things. Identify some of their basic needs and how to meet these e.g. sleep, food, water Objectives found in: AAM, KH, G, S, TT, UTS	- Use new vocabulary in different contexts (C&L) Use specific vocabulary including animal names for common animals. Use specific vocabulary e.g. cocoon that they learn from texts. - Compare length, weight and capacity (M) Make comparative statements based on characteristics e.g. an elephant is bigger than a dog. - Explore the natural world around them (UTW) - Recognise some environments that are different to the one in which they live (UTW) Identify differences of where you might find animals e.g. birds in the sky, fish underwater. Objectives found in: A, G, S, UTS	- Explore the natural world around them making observations and drawing pictures of animals and plants (UTW – TNW) Can name a range of animals e.g. farm/jungle. Can group animals based on similar characteristics and describe them. Can name and point to different body parts e.g. head, body, tummy, knees, legs, arms, toes, eyes, ears, mouth, nose, hair, fingers. Know basic senses e.g. touch, taste, hear, see. - 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 (UTW – TNW) Recognise different animals live in different environments. Recall animals that are often found in similar environment. - Understand some important processes and changes in the natural world around them including the seasons (UTW – TNW) Changes in people as they grow Changes in animals including life cycles. Objectives found in: AAM, A, C, KH, G, S, UTS	Can name a range of animals which include animals from each of the vertebrate groups. Understand and categorise animals who are herbivore, carnivore and omnivore. Describe and compare animals based on observable characteristics. Know terms: reptile, amphibian, mammal. Can name, draw and label parts of the human body and say what sense is associated. Can name the 5 senses.
Seasonal Changes	- Explore and respond to different natural phenomena in their setting and on trips (UTW) Notice changes in the natural world such as day/night. Objectives found in: S	- Talk about what they see, using a wide vocabulary. (UTW) Use simple vocabulary to discuss light and sound e.g. bright, loud, quiet etc. - Explore how things work (UTW) Use simple objects such as toys/torches in their play. Objectives found in: A, Clbr S	- Understand the effect of changing seasons on the natural world around them (UTW) Identify some basic changes they observe around them in the natural world. Objectives found in: A, Clbr, S	- Explore the natural world around them making observations and drawing pictures of animals and plants (UTW – TNW) Create simple recordings of the natural world around them changes the occur. - Understand some important processes and changes in the	Can name the four seasons and identify in the year when they occur. Can observe and describe the weather in different seasons. Can describe days being longer in summer and shorter in winter. Compare seasons.

					natural world around them including the seasons (UTW – TNW) Know the four seasons Can experience different seasons and describe how they feel. Can comment on the environment e.g. leaves on the ground. Can name some clothes they may wear. Know some weather e.g. rain, wind, sun, snow, cloud. Understand the terms night/day Objectives found in: A, Clbr, S, TT	
	Materials (Chemistry)	- Explore materials with different properties (UTW) Begin to notice and show a preference towards materials. - Explore natural materials, indoors and outside (UTW) Name some common materials such as wood, rocks etc. - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials (EAD) - Explore different materials and tools (PD) Objectives found in: M	- Use one-handed tools and equipment, for example, making snips in paper with scissors (PD) Choose appropriate tools to manipulate certain materials. - Make comparisons between objects relating to size, length, weight and capacity (M) Use simple language to describe materials and make comparisons between materials. - Use all their senses in hands-on exploration of natural materials (UTW) - Explore collections of materials with similar and/or different properties (UTW) Use basic vocabulary to describe materials e.g. rough, smooth. - Talk about the differences between materials and changes they notice (UTW) Notice changes in materials when mixing e.g. flour and water. Use simple vocabulary to describe changes to materials. Objectives found in: M, TT		- Safely use and explore a variety of materials, tools and techniques (EAD – CwM) Can identify some materials, basic properties and find uses for them e.g. when junk modelling. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (UTW-TNW) - Identify how some states can be changed through cooking or melting. Objectives found in: C, M, TT	Can label a picture of an object based on what it is made of. Can describe the properties of materials. Can sort materials using its properties. Know terms: wood, plastic, glass, metal, water and rock.
D is	Askin 				Question why things happen. Ask questions to find out how things work.	Can ask simple questions. Can ask yes and no questions to sort and classify. Can raise own questions.

ci pl in a r y K n o w l e d g e	Questi ons					
	Make predicti ons				Can make simple predictions based on comparisons e.g. float or sink.	Can make basic predictions over things they can see or their own ideas. Use some scientific vocabulary.
	Observa tion and Measure ment				Observe and describe what they see using everyday language. Use equipment such as magnifying glasses and viewers. Take measurements by comparing and notice simple patterns e.g. bigger/smaller.	Can identify and group, compare and contrast using observations, video and photographs. Can observe changes over time and describe changes. Can use magnifying glasses, viewers and digital microscopes. Use simple measurement and equipment such as egg timers and stop watches. Use non-standard measures.
	Plannin g enquiri es				Test out ideas and take risks through trial and error. Engage in open ended activities. Choose resources they need for their activity from their environment. Find ways to solve problems.	Begin to recognise ways they may answer scientific questions. Experience different types of enquiry including practical activities. Use resources provided by the teacher and suggest some resources of their own e.g. pipettes.
	Record ing				Draw pictures or objects in their own environment. Can take photos of things that interest them. Can count results and start to make marks to record results. Can sort in at least 2 groups. Can create a class pictogram using pictures and objects.	Begin to show some accuracy in drawings, observations and use simple labels. Use scientific vocabulary provided by the teacher. Can complete a simple prepared table with some support and scaffolding. Can add marks to a chart to complete data.
	Interpreti ng and				Offer explanations for why things happen- making use of some recently introduced scientific vocabulary. Develop own narrative and explain by connecting ideas or events. Develop vocabulary which meets the breadth of their experiences.	Can use evidence from simple tests when answering questions. With help begin to notice patterns and relationships. Talk about what they have found out and how they found it out. Can make comparisons and recognise biggest/smallest, most effective/least

	concluding					effective from data. Can use simple models to explain processes e.g. seasonal changes, lifecycles.
	Evaluating				Develop own narrative and explanations by connecting ideas or events. Talk about what they have found and say what worked well. Describe how things work in simple terms and make basic alterations and suggest things that did not work (e.g. this button does not work so press this one) Question why things happen. Come up with alternative ways of doing things through exploration. They can say or indicate by smiley faces/scale if they have achieved the learning objective.	With scaffolding and prompting can suggest simple improvements to their enquiries. Talk about some changes that could be made. Use simple success ladders to evaluate their tests or understanding against the learning objective.