

Areas of learning	Skills and Knowledge	Nursery	Reception	Yr1	Yr2	Yr2+
Vocabulary		plant, garden, dig, soil, water, grow, flower, fruit & veg names from garden	names of plants inc. herbs/grasses from garden, leaf, bud, petal, seed, bulb, stem, root, branch	names of common English trees (e.g. oak, pine), catkin, candle, seed, leaf, deciduous, coniferous, evergreen, root, branch, stem, trunk,	mm, cm, length, height, size, grow/rate of growth, volume, water, waterlogged, light, temperature, thermometer, experiment, fair test, record	Pollination, dispersal
Plants	Skills	Plant a seed	To look at the life cycle of a plant.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Observe and describe how seeds and bulbs grow into mature plants.	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
		Talk about what they have observed in the nursery growing area e.g. Similarities/differences in size and colour	Make observations of plants and explain why some things occur, and talk about changes.	Identify and describe the basic structure of a variety of common flowering plants, including trees.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

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	<p>Knowledge of:</p>	<ul style="list-style-type: none"> Plants and vegetables growing in the Nursery garden. How to plant a seed. How to care for the plant to help it to grow. 	<ul style="list-style-type: none"> Similarities and differences between different seeds and plants. How to plant a seed and discuss what it needs to ensure it grows How to care for the plant to help it to grow. The names of basic parts of a flower e.g. flower, leaves, stem, root, petal etc 	<ul style="list-style-type: none"> A variety of common wild and garden plants, including deciduous and evergreen trees in the local environment. The basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> How seeds and bulbs grow into mature plants. How plants need water, light and a suitable temperature to grow and stay healthy. The functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 	<ul style="list-style-type: none"> The requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant The way in which water is transported within plants The part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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Vocabulary		Baby/grown up, head, neck, shoulder, back, tummy, legs, hips, feet, knees, ankles, eyes/sight, nose/smell, ears/hearing, skin/touch, tongue/taste, Kitten/cat, puppy/dog, hen/chick farm animals e.g. Sheep/horse, Calf/cow, foal/horse, pig/piglet, chick/hen, kid/goat, snail, stick insect, worm, beetle, ant, ladybird, wasp, bee, caterpillar, butterfly		Reptile, amphibian, mammal, fish, bird, insect, carnivore, herbivore, omnivore, head, neck, shoulder, back, tummy, legs, hips, feet, knees, ankles, eyes/sight, nose/smell, ears/hearing, skin/touch, tongue/taste, diet, habitat, appearance, spine, classify, nocturnal		Egg, chick, hen, frogspawn, tadpole, froglet, frog, larvae, ant, young, vertebrate, invertebrate, baby, toddler, child, adolescent, adult, lifecycle, exercise, fitness, panting, heartrate, oxygen, vitamin, mineral, fat, oil, carbohydrate, protein, fibre, meat, fruit & vegetable, fatty and sugary, sweet, savory, dairy, balanced, diet, ingredient, hygiene	
Animals Including Humans	Skills	Begin to identify similarities/differences that make them unique. Begin to talk about some of the things they have observed such as plants, animals, natural and found objects in the nursery garden. Basic understanding of growth and changes over time e.g. Nappy to toilet, seeds to plant. Handle living things carefully, with support	Identify similarities/differences that make them unique and compare with family and friends. Identify similarities, differences, patterns and change in their local environment. Make observations of animals and explain why some things occur, and talk about changes. Handle living things carefully.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 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)	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Describe the basic needs of animals, including humans, for survival (water, food and air) Understand that animals, including humans, have offspring which grow into adults	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	

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	<p>Knowledge of:</p>	<ul style="list-style-type: none"> • Everyday animals e.g. farm animals, pets, minibeasts • A variety of common fruit and vegetables. • Basic movements e.g. hop, skip, jump • When to tell an adult that they are hungry or tired or when they want to rest or play. • The effects of activity on their bodies 	<ul style="list-style-type: none"> • Everyday animals and common adult and baby animals e.g. chickens and chicks, butterflies and caterpillars. • Basic healthy and non-healthy food. • A variety of ways that humans and animals move. • Healthy range of foodstuffs and understands need for variety in food. • Good practices with regard to exercise, eating, sleeping and hygiene and how this can contribute to good health. 	<ul style="list-style-type: none"> • A variety of common animals including, fish, amphibians, reptiles, birds and mammals • A variety of common animals that are carnivores, herbivores and omnivores • The structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • The basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • Animals, including humans, have offspring which grow into adults • The basic needs of animals, including humans, for survival (water, food and air) • The importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> • Humans and some other animals have skeletons and muscles for support, protection and movement. • Animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
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Vocabulary		Paint, paper, card, tape, scissors, glue, playdough, pipe cleaner, clay, rolling pin, tray, wood, plastic, metal, hard, soft, rough, smooth Soft, hard, shiny, dull, light, dark, big, small, name art/ D&T materials		Object, material, wood, plastic, glass, metal, water, rock hard/soft, rough/smooth, transparent/opaque /translucent, rough/smooth, shiny/dull, absorbent/waterproof, natural/manmade, strong/weak, tough/fragile	Solid, hollow, shaping, changing, squashing, bending, twisting and stretching, temporary, permanent, suitability, purpose, experiment, fair test, predict, record, move, fast, slow, long, short, distance, surface	Physical properties, fossils, organic
Everyday materials & uses of everyday materials	Skills	Begin to be interested in and describe the texture of things.	Experiments to create different textures.	Distinguish between an object and the material from which it is made.		Recognise that soils are made from rocks and organic matter.
		Begin to manipulate materials to achieve a planned effect.	Safely use and explore a variety of materials, experimenting with colour, design, texture.	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Identify the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
		Safely use scissors and other craft tools	Handle tools, objects, construction and malleable materials safely and with increasing control. Use simple tools to effect changes to materials.	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	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.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

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	<p>Knowledge of:</p>	<ul style="list-style-type: none"> • Common colours; red, blue, yellow, orange, green, black, white, purple, pink, grey, brown • Everyday materials wood, plastic, metal • The meaning of straight, curved, soft, hard. • Joining materials e.g. glue, sticky tape 	<ul style="list-style-type: none"> • Mixing two primary colours to make a secondary colour e.g. mixing red and yellow to make orange. • Recyclable and non-recyclable materials • The meaning of shiny, dull, smooth, dark, light, rough, smooth • Tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Differences in the material from which an object is made • A variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Simple physical properties of a variety of everyday materials • A variety of everyday materials and their basic physical properties 	<ul style="list-style-type: none"> • Suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses • How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • How things move on different surfaces. 	<ul style="list-style-type: none"> • Different kinds of rocks on the basis of their appearance and simple physical properties. • How fossils are formed when things that have lived are trapped within rock • Soils are made from rocks and organic matter.
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Vocabulary		Summer, winter, spring, autumn, leaves, yellow, orange, green, flowers, daffodils	Summer, winter, spring, autumn, long day, short day, Dark, light, gloomy, rain, cloud, fog, cold, hot	Summer, winter, spring, autumn, weather, rain, hot, cold, cloud, fog, solstice, month, month names (Jan, Feb etc)		
Seasonal Changes	Skills	<p>Begin to identify the different types of weather e.g. Sun, rain, snow, wind</p> <p>Begin to identify changes in their environment.</p>	<p>Identify the different types of weather and associate with the seasons e.g. Sun - Summer, snow - Winter</p> <p>Identify changes over time.</p>	<p>Describe weather associated with the seasons and how day length varies.</p> <p>Make comparisons of changes across the four seasons.</p>		
	Knowledge of:	<ul style="list-style-type: none"> Different types of weather outside. 	<ul style="list-style-type: none"> The effects of the weather e.g. Sun will melt the Snow, cold makes water freeze etc The different seasons and how to identify. 	<ul style="list-style-type: none"> The types of weather associated with the seasons and how day length varies. Changes across the 4 seasons. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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Vocabulary		Garden, classroom, plants, flowerbed, flowerpot, caterpillar, butterfly	Environment, London, Feltham, city, classroom, garden, canal, beach, seaside, tank, incubator, chicken, rooster, caterpillar, butterfly		Living, dead, heartbeat, breathing, growing, excrete, compare, habitat, desert, jungle, tundra, ocean, river, grassland, extinct, endangered, survive, food chain, flow chart, arrow, feature	
Living things and their habitats	Skills	Begin to identify similarities/differences between animals and plants	Identify similarities/differences between animals and plants		Explore and compare the differences between things that are living, dead, and things that have never been alive.	Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).
		Begin to talk about some of the things they have observed such as plants, animals, natural and found objects in the nursery garden.	Identify similarities, differences, patterns and change in their local environment.		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.	
		Basic understanding of growth and changes over time e.g. seeds to plant, caterpillar changing to a butterfly	Make observations of animals and explain why some things occur, and talk about changes e.g. chicks hatching from eggs, caterpillar to butterfly		Identify and name a variety of plants and animals in their habitats, including micro-habitats.	
		Handle living things carefully with support	Handle living things carefully		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	

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	<p>Knowledge of:</p>	<ul style="list-style-type: none"> Plants, animals, natural and found objects Names of common animals and plants e.g. dog, cat, pig, butterflies, trees, flowers 	<ul style="list-style-type: none"> Animals and plants and why some things occur and change. Different types of animals and where they live e.g. fish live in water, worms live in the mud, pigs live on a farm. 		<ul style="list-style-type: none"> Differences between things that are living, dead, and things that have never been alive Living things that 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 A variety of plants and animals in their habitats, including microhabitats 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. 	
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