

RECEPTION KNOWLEDGE AND SKILLS

ART – Expressive Arts and Design

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
Drawing and Painting	<p>Know how to use a paint brush and apply a selected colour</p> <p>Know how to use their body to create and make marks</p> <p>Know how to make marks, circles and lines when drawing</p> <p>Begin to draw things that they observe</p> <p>Explore the way that paint colours can be combined to create new colours</p> <p>Know that paint can be manipulated in different ways to create different effects and texture – adding sand, glue, bubbles etc</p> <p>Know how to choose specific colours to represent their imagination and themselves</p>	<p>How to draw details such as arms, legs, feet, hands and facial features on bodies</p> <p>How to mix colours for a purpose</p> <p>How to use thin paintbrushes for painting small details</p> <p>How to mix the primary colours to make secondary colours</p> <p>How to make observational drawings and paintings</p> <p>How to use a range of tools and techniques when drawing and painting</p>	<p>Mix</p> <p>Match</p> <p>Primary colour</p> <p>Brush</p> <p>Dab</p> <p>Stroke</p> <p>Line</p> <p>Mark</p> <p>Zig zag</p> <p>Wiggly</p>	<p>To learn the primary colours</p> <p>To learn how to use a paint brush to mix colours</p> <p>To learn how to wash my brush after I have used a colour</p> <p>To learn how to use pencils and other mark making tools to create representations</p> <p>To learn how to make different lines and marks</p> <p>To copy the technique of a well-known artist</p>	<p>Colour matching</p> <p>Altering tint and shade</p> <p>Warm and cold colours</p>
Printing	<p>Know how to use hands, feet and fingers to paint</p> <p>Know how to print with blocks and sponges</p>	<p>How to make marks, patterns and pictures using implements other than a pencil</p>	<p>Print</p>	<p>To safely use printing tools and techniques</p> <p>To learn how to make different lines, marks and shapes by pressing objects covered in paint</p>	<p>Printing with a variety of resources</p>
Textiles	<p>Know how to demonstrate creativity and imagination</p> <p>Know how to construct with a purpose in mind using different materials and for different purposes</p> <p>Know how to use creations within play for a purpose</p> <p>Know how to use a simple joining technique to join materials</p>	<p>How to use tools for a specific purpose</p> <p>How to join items using different techniques eg gluing, taping, using split pins, bending, punching, threading</p> <p>How to add other materials to develop their creations</p> <p>How to add textures and describe them</p> <p>How to use different techniques such as weaving and threading</p>	<p>Weave</p> <p>Thread</p> <p>Bumpy</p> <p>Smooth</p> <p>Scunch</p> <p>Twist</p> <p>Bend</p> <p>Fold</p> <p>Join</p>	<p>To safely use scissors to cut materials</p> <p>To use a range of small tools to join items</p> <p>To use a range of joining techniques</p> <p>To experiment with colour, design, texture, form and function</p>	<p>Join items which have been cut, torn or glued</p> <p>Improve models by adding texture</p> <p>Make collages and mosaics using different materials</p> <p>Weave items</p>
Sculpture	<p>Know how to use malleable materials to create 3D sculptures – playdough and junk modelling</p> <p>Know what clay feels like and how it is manipulated</p> <p>Know how to construct eg making props for role play</p> <p>Know how to use simple joining techniques to join materials effectively</p>	<p>How to manipulate playdough and clay to produce a recognisable shape</p> <p>Know how to impress and apply simple decoration</p> <p>Know how to cut shapes using scissors and use other modelling tools</p> <p>Know how to safely use tools such as scissors and staplers when cutting and attaching materials</p>	<p>Clay</p> <p>Playdough</p> <p>Roll</p> <p>Squash</p> <p>Squeeze</p> <p>Twist</p> <p>Print</p> <p>Press</p> <p>Decorate</p>	<p>To learn how to manipulate a malleable material</p> <p>To learn how to use water as a joining technique for clay</p> <p>To learn how to apply decoration</p> <p>To learn to combine materials to create a construction</p>	<p>Use a variety of natural, recycled and manufactured materials to sculpt</p> <p>Use a variety of techniques and shapes to sculpt</p>
Collage	<p>Know how to add materials to their models and pictures</p>	<p>Know how to overlay and stick materials to make a picture</p>	<p>Combine</p> <p>Overlap</p>	<p>To combine different materials to create an effect</p>	<p>Use a variety of materials to produce mosaics</p>
ELG	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To share their creations, explaining the process they have used</p>				

RECEPTION KNOWLEDGE AND SKILLS

COMPUTING – Understanding the World

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
Computing- Algorithms	Know how to press buttons on an Ipad and other devices	How to sequence stories How to explore a simple programmable toy, press the buttons and observe what happens How to identify when things have gone wrong, what went wrong and how they can they fix it	Instructions Robot Sequence Turn Left Right	To observe cause and effect To input instructions to make an object move To use the mouse and touch screen to select objects and options on the screen To sequence a set of instructions To identify when something has gone wrong and begin to discuss ways to solve the problem	Recognising common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Computing - Digital literacy	Know different uses of technology Know how to play simple games on the interactive whiteboard by pressing buttons Know how to play simple games on the class desktop computer and Ipad	What a computer is used for Name different parts of a computer How to keep safe when online What an email is How to communicate digitally (email) How to draw a picture on the computer by using a mouse or finger How to complete a simple program on the computer	Internet Email Print Text	To explore old mechanical toys To search for something on the internet (with support) To send a message via email To know there are rules to help them stay safe when online (E Safety) To name parts of a computer To explore different uses of a computer – typing, drawing, etc To play a game by using the mouse or their finger To move images around the screen by clicking and dragging the mouse or using a finger To use different tools when using a painting package to make different effects	
Computing - Cameras and videos	Know how to press buttons on toys	How to use the buttons on a camera to take a photograph How to use the Ipad to take photographs How to use the camera and Ipad to make videos	Ipad Camera Press Buttons Photograph Video	To take photographs on a camera and Ipad To make a short video using a camera and /or Ipad	

RECEPTION KNOWLEDGE AND SKILLS

DESIGN TECHNOLOGY – Expressive Arts and Design

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
Creating with materials	<p>Know how to demonstrate creativity and imagination</p> <p>Know how to construct with a purpose in mind using a variety of resources</p> <p>Know how to use gesture, talk and arrangements of materials to show design</p> <p>Know how to construct for different purposes</p> <p>Know how to use creations within play for a purpose</p> <p>Know how to represent my own ideas, thoughts and feelings</p>	<p>Construct with a purpose and develop independence</p> <p>Use different joining techniques – folding, gluing, sticking, taping, using split pins, bending, hole punching and threading</p> <p>Use a mallet and screwdriver</p> <p>Express ideas through a variety of resources</p> <p>Weave with a range of materials</p> <p>Join textiles using basic joining techniques</p> <p>Colour and decorate textiles using a number of techniques</p>	<p>Join</p> <p>Make</p> <p>Build</p> <p>Construct</p> <p>Weave</p> <p>Thread</p>	<p>To improve fine motor skills using a range of small tools including scissors, paintbrushes etc.</p> <p>To show accuracy when drawing</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To choose specific resources to represent my imagination and use effective joining methods</p> <p>To be able to select, rotate and manipulate shapes</p> <p>To talk about what they have made and talk about the process</p> <p>To adapt their ideas</p>	<p>To design purposeful, functional appealing products for themselves and other users based on design criteria</p> <p>To use tools and equipment to perform practical tasks</p>
Food and Nutrition	<p>Know how to handle a range of equipment and tools effectively</p> <p>With the aid of adults, know how to wash hands, pour drinks and clean the area</p> <p>Experience cooking and baking</p>	<p>Combine ingredients through a pictorial recipe</p> <p>Combine, cut, mash, stir, mix, pour, peel, chop ingredients</p> <p>Safely use equipment</p> <p>Keep a tidy workspace, wipe down surfaces, sweep and mop floors</p>	<p>Recipe</p> <p>Mix</p> <p>Roll</p> <p>Stir</p> <p>Pour</p> <p>Cut</p> <p>Mash</p> <p>chop</p>	<p>To use fine motor skills to use a range of cutlery</p> <p>With support to use tools safely to butter, cut etc.</p>	<p>To use tools and equipment to perform practical tasks</p> <p>To understand where food comes from</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes</p>
End Points (Early Learning Goal)	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p>				

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GEOGRAPHY - Understanding the World

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
People, Culture and Communities	<p>Know how to talk about things they have observed in the environment</p> <p>Know how to plant seeds and begin to have the knowledge of how to take care of living plants</p> <p>Know how to explore forces and begin to explore how they create cause and effect</p> <p>Begin to know how to respect the environment around them</p> <p>Know how to discuss experiences and visits they have had</p>	<p>Know about members of their immediate family and the community where they live</p> <p>Talk about and ask questions about their local environment</p> <p>Name and describe people who are familiar to them</p> <p>How to draw information from a simple map</p> <p>Know that they live in Ludham (or another surrounding village)</p> <p>Know that they live in England</p> <p>Know there are different countries around the world</p> <p>Know how to draw on experiences from different sources eg observations, discussion, stories, maps</p> <p>Know that people perform different roles</p> <p>Know that Earth is a planet</p> <p>Know that some landmarks can be seen from space</p>	<p>Ludham</p> <p>Home</p> <p>School</p> <p>Shop</p> <p>Road</p> <p>Family</p> <p>Park</p> <p>River</p> <p>Castle</p> <p>Teacher</p> <p>Church</p> <p>England</p> <p>World</p> <p>Country</p> <p>China</p> <p>Earth</p> <p>Planet</p> <p>Space</p> <p>Africa</p> <p>Antarctic</p> <p>Arctic</p>	<p>To ask and answer questions about their familiar world</p> <p>To use photos of their family and local environment</p> <p>To identify and describe features in their local environment eg house</p> <p>To use loose parts to construct familiar places in Ludham and the wider world</p> <p>To draw features from a simple map and describe some landmarks in the village</p> <p>To explain features of their homes</p> <p>To explain some similarities and differences between contrasting locations around the world eg China and England, hot and cold places</p> <p>To explain where space is and how to get there</p>	<p>To use maps to identify countries</p> <p>To use basic geographical knowledge to refer to physical and human features</p> <p>To compare UK to a contrasting country</p>
The Natural World	<p>Begin to know there are other places other than where they live</p>	<p>Know the names of some animals and plants</p> <p>Know that animals live in different places around the world</p> <p>Know that some environments are different from the ones in which they live</p> <p>Know some implications of environmental damage through global warming and plastic in the environment</p>	<p>Plant</p> <p>Animal</p> <p>Environment</p> <p>Desert</p> <p>Rain forest</p> <p>Ocean</p> <p>Polar region</p> <p>City</p> <p>Village</p> <p>Global warming</p>	<p>To explore the natural world around them</p> <p>To draw pictures of the natural world for example, animals and plants</p> <p>To describe what they see, feel and hear outside</p> <p>To describe and comment on things they have seen outside</p> <p>To recognise that environments are different locally and nationally</p> <p>To talk about ways they can reduce environmental damage on the world</p>	
End Points (Early Learning Goal)	<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; 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</p>				

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HISTORY - Understanding the World

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
Past and present	<p>Know how to draw on experiences from different sources</p> <p>Know how to respond appropriately in discussions</p> <p>Know that every year they get older by celebrating a birthday</p> <p>To talk about significant events from their own and others past</p>	<p>How to identify past events and experiences unique to themselves and begin to understand our place in time</p> <p>How to understand the diversity of family structures</p> <p>How to identify similarities and differences between themselves and their families</p> <p>How Remembrance Day signifies remembering people who have died in wars</p> <p>How bonfire night is celebrated</p> <p>How birthdays are celebrated every year to signify the day you were born</p> <p>How some people are important in history</p> <p>How things change over time</p> <p>How they have changed over time</p>	<p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Family</p> <p>Last week, before, after, next, then, today, tomorrow, yesterday, old, new</p> <p>Similar</p> <p>Different</p> <p>Same</p>	<p>To discuss and share personal history</p> <p>To begin to understand the terms 'past' and 'present'</p> <p>To talk to adults about the past eg past birthdays</p> <p>To begin to ask questions</p> <p>To talk about and sequence members of our own immediate families</p> <p>To talk about the lives of people around them and their role in society</p> <p>To understand the past through settings, characters an events encountered through books and story telling eg Remembrance Day, bonfire night, Neil Armstrong was the first person on the moon</p> <p>Talk about what the future might hold for them</p>	<p>Understanding there are similarities and differences between peoples ways of life in different periods</p> <p>Describe memories that have happened in their own lives</p> <p>Sequence events that are close together in time</p> <p>Use stories or accounts to distinguish between fact and fiction</p> <p>Recognise that some similarities and differences between past and present</p>
People, Culture and community	<p>Know how to draw on experiences from different sources</p> <p>Know that different people perform different roles</p> <p>With support use books and technology to find out about the world around me</p>	<p>How and why some places are special to members of their community eg local places of worship and of historical importance</p> <p>Know how life differs in other countries</p>	<p>Church</p> <p>Cathedral</p> <p>Castle</p> <p>Past</p> <p>Present</p> <p>Special</p>	<p>To discuss and share personal history and understand that other people have different histories</p> <p>To understand and use the terms 'past' and 'present'</p> <p>To talk to adults and peers about the past and to ask questions</p>	
The Natural World	<p>Know why things happen and why things work in the natural world</p>	<p>How the world has changed over time due to environmental impact</p> <p>How plants and animals change over time</p>	<p>Life cycle</p> <p>Grow</p> <p>Die</p> <p>Decay</p> <p>Global warming</p>	<p>Talk about the changes made by plants and animals over time – growing and decaying, life cycles etc</p> <p>Talk about how the world is changing over time – environmentally</p>	
End Points (Early Learning Goal)	<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Community</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>				

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PSHE – Personal, Social and Emotional Development

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
Relationships	To play with others and on my own To name important people in my family	To understand that there are similarities and differences between everyone and can celebrate this To identify special people in their lives and what makes them special and how special people care for one another Know that everyone is special and unique Know how to express themselves Know how to respect others Know how to have dreams and goals	Mum, dad, grandparents, brother, sister, family	To build constructive and respectful relationships To think about the perspectives of others To express how they are feeling To talk about their worries and/or things they look forward to about being in Year 1 To talk about their memories in Reception	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness Belonging to a family Making friends/being a good friend Physical contact preferences
Understanding the World	To learn to play and work cooperatively and share	To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Feelings Happy Sad Angry Scared	To give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions To set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate	People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Health and Well being	To wash hands To eat healthy snack To express how I feel To use the toilet	Know the importance of basic personal hygiene and understand how to maintain basic personal hygiene Know how to keep healthy and safe To see themselves as a valuable individual To express their feelings and consider the feelings of others To show resilience and perseverance in the face of challenge Know how to manage their own needs Know how to recognise what they like and dislike and feel empowered to make real, informed choices Know how they change as they get older including their bodies	Germes Soap Wash	To manage their basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices To identify and moderate their own feelings socially and emotionally	
End Points (Early Learning Goal)	<p>Personal, Social and Emotional Development</p> <p>Self Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Making relationships Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs</p>				

RECEPTION KNOWLEDGE AND SKILLS

RELIGIOUS EDUCATION - Understanding the World

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
People, Culture and Communities	<p>To begin to understand what a festival is and some ways it is celebrated</p> <p>To know how to share special parts of their lives with others</p> <p>To know how to recognise similarities and differences between one another</p> <p>To know about people around them and how they can help</p>	<p>Know and understand the diversity of family structures</p> <p>Know similarities and differences between themselves and their families</p> <p>Know there are different festivals and why they are celebrated and how they are celebrated – Diwali, Holi, Christmas, Easter</p> <p>Know what a festival is and why it is celebrated and how it is celebrated</p> <p>Know why some places are special to members of the community</p> <p>Know some similarities and differences between different religious and cultural communities</p> <p>Know that some stories carry messages - morals</p>	<p>Celebration</p> <p>Festival</p> <p>Diwali</p> <p>Hindu</p> <p>Role model</p> <p>Rules</p> <p>God</p> <p>Jesus</p> <p>Christmas</p> <p>Church</p> <p>Decorations</p> <p>Morals</p>	<p>To ask questions about religions, festivals and celebrations</p> <p>To observe and look closely at places of worship</p> <p>To understand what festivals and celebrations are important to them and their family</p> <p>To talk about traditions and festivals</p> <p>To talk about the messages within stories</p> <p>To talk about what makes people special</p>	<p>Identifying when it is easy or difficult to show friendship and explore when Jesus may have found it difficult</p> <p>Reflecting on the Christmas Story</p> <p>Palm Sunday</p>
End Points (Early Learning Goal)	<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>				

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SCIENCE – Understanding the World

Curriculum Focus	Prior Knowledge (Nursery)	Key Knowledge for Reception	Vocabulary	Key Skills	Next steps in learning (Year 1)
The Natural World	Based on first hand experiences – respond appropriately in discussions about the immediate environment and recent explorations Know how to respond to experiences and explorations of why things happen and why things work Know how to use technology and books (with support) to find out about the world around me	Know how to care for their class and school environment Know how to make observations of the natural world and the seasons through questioning, drawings and taking photos Know about growth and decay Know about changes and patterns in the seasons Know there are 4 seasons in the year Know about changes in weather in the seasons Know about changing states of matter – freezing, melting, boiling, floating, sinking Know that life is a cycle – things grow and die eg seeds to plants, caterpillars to butterflies With support, make observations of the natural world and the seasons Know how to explain why some things naturally occur and talk about changes in the world around them – summer life cycles eg frogs, sunflowers Know how to identify and describe differences observed between natural environments Know how to make observations of the world around them and draw pictures of animals and plants Know how to make different sounds using voices, musical instruments and other objects Know that some animals only come out at night Know the planet they live on is called Earth Know how a shadow is made Know that objects can be moved using forces – air, push, pull Know and name some animals that live in hot places Know and name some animals that live in cold places Know what plants and animals need to grow and keep alive Know of some environmental changes that happen due to global warming Know the basic parts of a plant – leaf, stem, roots Know how to care for living things Know how to keep healthy – sleeping, drinking, exercise, personal hygiene	Autumn Spring Winter Summer Season Weather Snow Ice Growth Decay Freezing Melting Boiling Floating Sinking Sound Hibernate Earth Planet Shadow Push Pull Force Healthy Global warming Environment	To show curiosity about objects, events and people To ask simple questions To engage in open ended activities To develop ideas of grouping, sequences, cause and effect To know about similarities and differences To make comments about what they observe To talk about what they see, feel and hear outside To talk about animals that hibernate To talk about animals that live in different places To explain what we need to keep ourselves healthy To sort foods with are healthy and not so healthy To talk about some of the environmental changes which take places in the seasons To talk about how we can look after the planet we live on	To distinguish between an object and the material from which it is made Identify and name a variety of everyday 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 Observe changes across the four seasons Observe and describe weather associated with the seasons 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, name and label the basic parts of the human body and say which part of the body is associate with each sense (Y1) Compare how things move on different surfaces Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials Describe magnets as having 2 poles The force of gravity Effects of air resistance, water resistance and friction 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 Explore and compare the differences between things that are living, dead and things that have never been alive Identify and name a variety of plants and animals in their habitats Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Compare and group together a variety of everyday materials on the basis of their simple physical properties
End Points (Early Learning Goal)	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter				

