



Unit of Work	EYFS Early Learning goal	Year 1	Year 2
Plants	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.	<p>Can identify and name a variety of common wild and garden plants, including deciduous and evergreen.</p> <p>Can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Vocabulary: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Name trees in local area Name garden and wild flowering plants in the local area.</p>	<p>Can observe and describe how seeds and blubs grow into mature plants.</p> <p>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Vocabulary: Light, shade, sun, warm, cool, water, grow, healthy Name trees in local area Name garden and wild flowering plants in the local area.</p>
Animals including humans	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.	<p>Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets).</p> <p>Vocabulary: Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue. Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Name some native British animals common to Cheshire.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Vocabulary: Offspring, reproduction, growth, child, young/old stages (eg. chicken, baby/child/adult, caterpillar /butterfly) exercise, heartbeat, breathing, hygiene, germs, disease, food types (eg - meat, fish, vegetables, bread, rice, pasta)</p>
Living things and their habitat	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.	N/A - however see Animals including humans and Plant objectives above.	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p> <p>Vocabulary: Living, dead, never alive, suited, suitable, basic needs, food, shelter, move, feed, names of local habitats eg. pond, woodland etc. names of micro-habitats eg. under logs, in bushes etc.</p>



	EYFS Early Learning Goals	Year 1	Year 2
<p>Y1 - Everyday materials</p> <p>Y2 - Uses of everyday materials</p>	<p>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.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><i>Vocabulary:</i> Object, material, wood, glass, plastic, metal, water, rock, brick, paper, fabric, elastic, foil, card, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbant, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><i>Vocabulary:</i> Names of materials - increased range from Y1 Properties of materials - as for Y1 plus, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/ bending, stretch/stretching</p>
<p>Seasonal Changes</p>	<p>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.</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p><i>Vocabulary:</i> Weather (sunny, rainy, windy, snowy, etc) seasons (Winter, Summer, Spring, Autumn) sun, sunrise, sunset, day length etc.</p>	<p>N/A</p>