



MORDA RECEPTION ENDPOINTS

What we are trying to achieve with the subject curriculum. Intended endpoints.

How we prepare children for the next steps in their learning

Subject	Key Knowledge	Key Vocabulary: Children will know vocabulary like
Science	<p>Pupils will be able to</p> <p>Animals</p> <ul style="list-style-type: none"> Know animals live in different types of homes/ locations (habitats) Begin to name and describe animals that live in different habitats e.g. polar bears live in the cold, in the North Pole or giraffes live in the warm in Africa. <p>Humans</p> <ul style="list-style-type: none"> Describe their friends/ family/ teachers etc.– appearance: hair colour, eye colour, skin colour, size Explain how they take care of themselves (washing, brushing teeth, being active) <p>Living things and their habitat</p> <ul style="list-style-type: none"> Name some simple plants that grow near their home Name some animals that live near their home <p>Seasonal changes</p> <ul style="list-style-type: none"> Begin to describe how different weathers look and feel; rain, snow, wind, sun, storm Say what they would wear in different seasons/weathers Explain that living things (such as plants) in the surrounding environment, change throughout the year <p>Materials (including changing materials)</p> <ul style="list-style-type: none"> Use their senses to say how a range of materials, including natural materials, look and feel 	<p>desert, sea, hot, cold, wet, dry, hair, eyes, skin, baby, toddler, child, adult, plant, seed, tree, bush, flower, vegetable, animal, summer, autumn, winter, sunny, cloudy, hot, warm, cold, raining, storm, thunder, lightning, snow, icy, frost, puddles, windy, rainbow, water, frozen, melt, slippery, smooth, hard, soft, bendy, wood, plastic, paper, card, metal, strong, weak, light, shadow, torch, light source, float, sink, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, wind, air, water, blow, bounce, sound, noise, hear, high, low, loud, quiet, soft, volume</p> <p>In preparation for Year 1 expose children to: polar regions, ocean, camouflage, male, female, environment, hibernate, snowflake, solid, liquid, gas, pale, dark, transparent, opaque, force, rotate, solid, liquid, gravity</p>

	<ul style="list-style-type: none"> • Make objects from different materials, including natural materials • Notice that some materials change when heated and cooled e.g. chocolate or ice <p>Light</p> <ul style="list-style-type: none"> • Notice and draw around shadows created by the sun, talking about their shape and size • Make shadows, both indoors and outdoors, by blocking a light with their hands/bodies and shadow puppets (sun/torch light) • Name colours they can see in a rainbow • Understand that a rainbow happens when there is sun and rain <p>Forces</p> <ul style="list-style-type: none"> • Change an object to make it float or sink e.g. reshaping plasticine, peeling/cutting fruit • Talk about how rolling a toy car down a ramp makes it faster • Notice that objects things fall faster than others <p>Sound</p> <ul style="list-style-type: none"> • Listen to sounds outside and identify the source • Make sounds (using voices, instruments and other objects, such as blades of grass) • Describe the sounds they hear 	
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