

Understanding the World -Progression of Knowledge and Skills – how curriculum in the Early Years prepares children to build on knowledge and skills as they move into Key Stage 1

	Nursery	Reception	Year One
Working Scientifically	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips. • Explore natural materials- indoors and outdoors • Encourage children to notice and bring natural materials into the setting such as leaves and conkers, catkins during the different seasons. • Talking about what they see, using a wide vocabulary. • Explores how things work 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world, such as the natural world, making observations and drawing pictures of plants and animals • Talks about how things happen and how things work • Looks closely at similarities, differences, patterns and change • Understands some important processes and changes in the natural world around them , including the seasons and changing states of matter • Explores and talks about different forces they can feel 	<ul style="list-style-type: none"> • Know how to ask simple scientific questions. Know how to use simple equipment to make observations. • Know how to carry out simple tests. • Know how to explain to others what they have found out. • Know how to use simple data to answer questions.
Understanding the World Natural World Biology-Living things and their habitats	<p>Animals, Including Humans:</p> <ul style="list-style-type: none"> • Begin to understand the key features of the life cycle of an animal • Identify, name and begin to describe some farm animals • Identify and name basic body parts <p>Plants:</p> <ul style="list-style-type: none"> • Understand that plants grow and decay 	<p>Animals, Including Humans:</p> <ul style="list-style-type: none"> • Describe what they see, feel and hear – • Recognise, name and describe animals • Recognise, name and describe mini-beasts, including their habitats • Understand the key features of the life cycle of an animal 	<ul style="list-style-type: none"> • Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals. • Classify and know animals by what they eat (Carnivore, herbivore and omnivore) • Know how to sort animals into categories (including animal groups)

	<ul style="list-style-type: none"> • Begin to understand the key features of the life cycle of a plant 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a human Plants: <ul style="list-style-type: none"> • Describe what they see, feel and hear • Recognise, name and describe familiar plants • Recognise, name and describe familiar trees in our environment 	<ul style="list-style-type: none"> • Know how to sort living and non-living things. • Know how to name the parts of the human body that can be seen. • Know how to link the correct part of the human body to each sense
<p>Understanding the World Past and Present History</p>	<ul style="list-style-type: none"> • Become familiar with the routine of the nursery day • Can talk about past and upcoming events with their immediate family. 	<p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> • Begins to make sense of their own life story-and family's history. • Understands the way in which they have changed • Talk about the changes that have happened within their family- e.g. talking to grandparents about a holiday • Talk about the lives of the people around them and their roles in society. • Know about some familiar situations in the past- personal memories etc. • Chronology of events- Daily routines/timetables/ revisiting prior learning. <ul style="list-style-type: none"> • Exploring changes over time and recalling these- Butterfly life cycle etc. <p><u>Events beyond living memory</u></p>	<ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

		<ul style="list-style-type: none"> • Comments on images of familiar situations in the past. Looking at how vehicles have changed over time- e.g steam trains to electric trains <p>How teddies have changed over time</p> <p>Dinosaurs</p> <p>Pirates</p> <p><u>The lives of significant individuals in the past</u></p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past • Understand the past through settings, characters and events encountered in books read in class and story telling. <p>Mary Anning Guy Fawkes</p> <p><u>Significant historical events, people and places in their own locality</u></p>	<p><u>Significant people</u> Florence Nightingale, Mary Seacole, Tom Moore Neil Armstrong</p> <p><u>Events beyond living memory</u> Great Fire of London Moon Landing</p> <p><u>Comparing aspects of life in different periods, significant historical events, people, places in own locality</u> Castles Kings and Queens Houses and Homes Toys- now and then</p>
--	--	---	--

		<ul style="list-style-type: none"> Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>Christmas traditions Remembrance Day King's Coronation</p>	
The Natural World Geography	<ul style="list-style-type: none"> Knows there are different countries in the world and talk about the differences they have experienced or seen in books. Knows what a map is used for 	<ul style="list-style-type: none"> Describe own immediate environment using knowledge from observation discussion, stories, non-fiction texts and maps Name the village the school is located in Use a range of geographical sources to gather information- maps, diagrams, globes, photographs, Google Earth Communicate geographical information in a variety of ways- maps and drawings Identify similarities and differences between places, drawing on own 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 	<p>Geographical Field Work Skills</p> <ul style="list-style-type: none"> Say what they like about their locality Sort things they like and don't like Answer some questions using different resources, such as books, the internet and atlases Think of a few relevant questions to ask about a locality Answer questions about the weather Keep a weather chart Ask simple geographical questions Use simple observational skills to study the geography of the school and its grounds Use simple maps of the local area

		<p>knowledge from stories, non-fiction texts and when appropriate-maps</p>	<ul style="list-style-type: none"> • Use words such as near and far, left and right to talk about where things are • Make simple maps and plans <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> • Tell someone their address • Explain the main features of a hot and cold place • Describe a locality using words and pictures • Explain how the weather changes with each season • Name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house' <p><u>Human Geography</u></p> <ul style="list-style-type: none"> • Begin to explain why they would wear different clothes at different times of the year • Tell something about the people who live in hot and cold places • Explain what they might wear if they lived in a very hot or a very cold place <p><u>Geographical Place and Locational Knowledge</u></p> <ul style="list-style-type: none"> • Identify the four countries making up the United Kingdom • Name some of the main towns and cities in the United Kingdom
--	--	--	--

			<ul style="list-style-type: none"> • Point out where the equator, north pole and south pole are on a globe or atlas • Understand how some places are linked to other places e.g. roads, trains • Name, describe and compare places known • Link home with other places in the area • Show I know about changes that are happening in the local environment e.g. at school suggest ideas for improving the school environment
Understanding the World RE	<ul style="list-style-type: none"> • Beginning to talk about their immediate family- naming members of their family and pets. • Notice difference between people. • Continue to develop positive attitudes about the differences between people. • Show an interest in different occupations 	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> • Re-tell religious stories • Recognise some religious words • Identify a sacred text • Recognise and re-tell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Recognise that different faiths may have different beliefs <p>Understand the impact</p> <ul style="list-style-type: none"> • Recognise that everyone is special 	<p>Making Sense of Belief</p> <ul style="list-style-type: none"> • Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism) • Recall a variety of religious stories used for different purposes <p>Understanding the impact</p> <ul style="list-style-type: none"> • Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area

		<ul style="list-style-type: none"> • Recall what happens at a Christian christening or wedding • Recall what other faith christenings and weddings are like • Talk about some of the Bible stories and the teachings in these • Talk about some of the Easter symbols • Recognise that some religious have places that have a special meaning for them • Talk about things that are special and valued in a place of worship <p>Making Connections</p> <ul style="list-style-type: none"> • Make connections with personal experiences • Share and record occasions when things have happened in their lives that make them feel special • Talk about people who are special to them • Say what makes their family and friends special to them • Identify some of their own feelings in the stories they hear • Talk about ideas of new life in nature 	<ul style="list-style-type: none"> • Identify some elements of practice that arise from these beliefs <p>Making Connections</p> <ul style="list-style-type: none"> • Take part in discussions about their own experiences in the light of the religious knowledge gained • Express their own opinions in an age appropriate way • Suggest ways that belief affects the way believers live • Make simple comparisons to their own lives • Comment respectfully about the beliefs and practices of others
--	--	--	---

		<ul style="list-style-type: none">• Talk about somewhere that is special to them saying why• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.• Express a personal response to the natural world.	
--	--	---	--