



Understanding the World

Knowledge and Skills Progress Model

Minimum expectations for Nursery	Minimum Expectations for Reception	ELG (Expected standard by the end of Reception)
<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>History:</p> <ul style="list-style-type: none"> • Able to say who they are and who they live with • Can talk about any pets that they might have • Can briefly talk about some members of their family • Show an interest in different occupations (nurse, doctor, police, fire...) • Talk about a wider range of occupations (electrician, plumber etc) • Sequence family members by size and name (baby, child, adult) • Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) • Comment on fictional characters in stories • Comment on historical figures or objects in non-fiction texts • Share likes and dislikes 	<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>History:</p> <ul style="list-style-type: none"> • Can talk about past and upcoming events with their immediate family • Can talk about members of immediate family in more detail • Can discuss similarities and differences between people in their family • Is able to discuss different occupations of family members • Can identify emergency situations and knows who to call • Can identify similarities and differences between jobs • Sequence family members, explaining who they are and the key differences between what they can/can't do • Share some similarities between characters, figures or objects • Compare and contrast characters from stories, sharing similarities and differences • Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences 	<p>Past and Present:</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.

<p>Possible Themes & interests & Lines of Enquiry: All About Me and my family People Who Help Us – occupations T4W texts Holidays – past/present</p>		
<p>Religious Education</p> <ul style="list-style-type: none"> • Comment on recent pictures of experiences in their own life. “This was me at the farm...” • Comment on recent pictures of celebrations in their own life. “This was me celebrating Diwali” • Know that there are special places of worship • Know that there are differences between what people believe 	<p>Religious Education</p> <ul style="list-style-type: none"> • Comment on images of familiar experiences (holidays, visiting the park, going to the dentist) • Comment on pictures of a wide range of celebrations (Diwali, Eid, Christmas) • Can name different religious venues – Church, Mosque and Gurdwara as a minimum • Know why religious venues are special and who goes there • Develop positive attitudes about differences between people • Can articulate what others celebrate and begin to explain 	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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, nonfiction texts and (when appropriate) maps.
<p>Possible Themes & interests & Lines of Enquiry: Bonfire Night Diwali Christmas around the world Chinese New Year Pancake Day Easter</p>		
<p>Geography:</p> <ul style="list-style-type: none"> • Know what a map is used for • Identify features on a simple map (trees, house, river, mountain) • Know that we live in St. Helens which is in North West England • Know that there are different countries in the world • Know where they live (house, flat, bungalow) • Can explain features of other homes • Know that different countries have different homes 	<p>Geography:</p> <ul style="list-style-type: none"> • Can use maps to locate objects in ‘real life’ • Can briefly explain the difference between human and physical features • Know that 4 countries make up the UK and can name at least 1 other country • Can name the 4 countries of the UK and at least 2 other countries • Can identify similarities and differences between homes in our country • Can identify similarities and differences between homes in other countries 	<p>The Natural World:</p> <ul style="list-style-type: none"> -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.

<ul style="list-style-type: none"> • Can articulate what daily life is like in our country • Explain how life may be different for other children • Talk about what they see in their own environment (school/home) using a wide vocabulary • Talk about local environments (their road, the park, the Dream, library) 	<ul style="list-style-type: none"> • Make comparisons between life for children in different countries • Recognise some environments that are different to the one in which they live • Use pictures/maps to compare and contrast environments around the world 	
<p>Possible Themes & interests & Lines of Enquiry : All About Me Where I Live Holidays Seasons Hot and Cold Places</p>		
<p>Science:</p> <ul style="list-style-type: none"> • Explore collections of materials • Explore collections of materials, identifying similar and different properties • Use their senses in hands on exploration • Can name some of their 5 senses • Explore how things work • Begin to explore and talks about forces (push and pull) • Understand that the weather changes and that in different countries you have different weather • Can identify what you need to wear for each season and why • Understand the difference between plants and animals • Plant seeds and cares for growing plants with support • Can explain the life cycle of a daffodil and a butterfly 	<p>Science:</p> <ul style="list-style-type: none"> • Talk about differences between materials and changes they notice • Explore the natural world around them • Can name their 5 senses • Explain what their five senses are • Explore and talks about forces (push and pull) • Explore non-contact forces (gravity and magnetism) • Name and order seasons • Understand the effect of seasons on the natural world, discussing when and how things grow • Can say what plants need to survive • Can talk about different life cycles • Understand the need to respect and care for the natural environment and all living things 	<p>The Natural World:</p> <ul style="list-style-type: none"> -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>Possible Themes & interests & Lines of Enquiry: Seasons Life Cycles/New Beginnings Healthy Me Planting/Gardening The Farm</p>		
<p>Computing:</p> <ul style="list-style-type: none"> • Mark make on paint software on the Interactive Whiteboard • Select brushes, colours and rubbers when drawing on paint software • Can play simple games on the Interactive Whiteboard by pressing buttons • Can play simple games on the Interactive Whiteboard by dragging and dropping items • Children can switch a camera/iPad/electrical device on and off • Children can take photos on the camera/iPad/electrical device • Children know to ask for help if needed 	<p>Computing:</p> <ul style="list-style-type: none"> • Use various tools such as brush, pens, stamps, erasers and shapes with support • Children can independently change games or increase levels of difficulty on games • Children can record videos on the camera/iPad/electrical device • Children can edit photos • Erase content and understands how to charge the camera/iPad/electrical device • Children know what personal information is and know that it should not be shared online 	<p>Computing: While computing does not feature as an end of year ELG in Reception, our curriculum includes the skills taken from the Educational Programmes to ensure our curriculum offer is broad, balanced and enriching for all pupils preparing them for the National Curriculum in Year 1.</p>