

## EYFS Understanding the World Progression Grid



Taught in 2 Year Provision and recapped in R3 and FS1	Taught in Rising Threes and FS1 and recapped in FS2	Taught in FS2	ELG	Y1 Link
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		<u>Steps of Progress</u>						<u>ELG</u>	<u>Y1 Links</u>
<u>Past and Present</u>	Own Personal History	Is interested in photographs of themselves and other familiar people and objects.	Able to say who they are.	Talks about the concept of growing up.	Knows how they have changed since they were younger.	Knows that as they get older they can do different things and have different interests.	Talks about past and present events in their lives.	Talk about the lives of the people around them and their roles in society.	Pupils should be taught about: changes within living memory.
<u>Past and Present</u>	My Family	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.	Able to say who they live with.	Listens to family stories.  Can name and talk about people in their family.	Can talk about experiences with their family.	Name and describe people who are familiar to them.	Can sequence family members by age.		Pupils should be taught about: significant historical events, people and places in their own locality.

<u>Past and Present</u>	<u>Occupations</u>	Knows that people have different jobs.	Shows and interest in different occupations.	Talks about a wider variety of occupations and those of family members.		
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<u>Past and Present</u>	<u>Characters, Events and Objects from the Past</u>	Able to talk about things that they did in the past using photos.	Begin to understand that we celebrate certain events because of things that happened in the past.	Can sort objects/photos into old/new, past/present and compare similarities and differences.	Compare and contrast characters from stories, including figures from the past (DM).	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.	Children should be taught: -events beyond living memory that are significant nationally or globally -the lives of significant individuals in the past who have contributed to national and international achievements.
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<u>Past and Present</u>	<u>Vocabulary</u>	Now.	Old, new, now, then.	Today, yesterday, tomorrow, past, present, before, after, same, different.
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<p><u>The Natural World (Geographical Links)</u></p>	<p>Exploring Maps and Globes</p>	<p>Recognise a map and globe.  Can identify land and water on a map/ globe.</p>	<p>Draw information from a simple map (DM).</p>	<p>To know that simple symbols are used to identify features on a map.</p>	<p>Can identify the United kingdom on a globe.</p>	<p>Pupils should be taught to: -Name and locate the world's 7 continents and 5 oceans -Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>
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<p><u>The Natural World (Geographical Links)</u></p>	<p>Comparing Countries</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (DM).</p>	<p>Begin to talk about some environments that are different to the one in which they live and say what is the same/ different?</p>	<p>Talk about their opinions of different places and use 'why'.  Use knowledge of weather to discuss different countries.</p>	<p>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>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>
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<u>The Natural World</u> <u>(Geographical Links)</u>	The Local Area	Knows where they live (house, flat).	Can name some features in their local area e.g. shops, park, mosque.	Knows that people live in different kinds of homes and can talk about similarities and differences.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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<u>The Natural World</u>	Caring for the Environment	Begin to understand the need to respect and care for the natural environment and living things (DM).	Can talk about some ways in which they can care for the environment, for example throwing litter in a bin, saving water/ electricity, growing vegetables.	Begin to have an understanding of recycling.		
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<u>The Natural World</u> <u>(Geographical Links)</u>	Vocabulary	Map, globe, land, water, place, country, house, flat, care.	Symbol, key, United Kingdom, Rotherham, Ferham, local, building, road, park, path, shops, mosque, recycle, reuse, reduce.
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<u>The Natural World (Science Links)</u>	<b>Materials</b>	Explore natural materials, indoors and outdoors.	Use all their senses in hands-on exploration of natural materials (DM).  Explore collections of materials with similar and/ or different properties (DM).	Talk about the differences between materials and changes they notice (DM).  Can name everyday materials e.g. wood, plastic, glass, metal.	Sort objects by their material and their properties e.g. soft, hard, smooth, rough.	Choose a material for a specific purpose.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 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.  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (DT).
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<u>The Natural World (Science Links)</u>	<b>Changing State</b>	Explore and talk about what happens to puddles when it is cold.	Understand that when water gets cold enough it freezes and becomes ice.	Understand that when ice warms up it melts and becomes water again.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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<u>The Natural World</u> (Science Links)	<b>Forces</b>	Explore how things work (DM).	Explore and talk about different forces they can feel- that they produce- lifting, pulling, pushing, twisting and feel on their bodies- such as on swings, wobble board, slides etc.  Investigate push and pull.  Begin to understand about sinking and floating.	Begin to understand how magnets work and investigate magnetic and non-magnetic materials.  Sort objects by whether they sink or float.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	
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<u>The Natural World</u> (Science Links)	<b>Light and Dark</b>	Explore objects that provide a light source.	Identify objects that provide a light source.	Can identify sources of light that are natural and man-made.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	
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<u>The Natural World</u> (Science Links)	<b>Space</b>	Understand the world is a planet and has one moon.	Name other planets in the solar system.		
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<u>The Natural World</u> (Science Links)	<b>Humans</b>	Starting to name parts of their body.	Name parts of their body.  Name ears, eyes, nose, mouth, hands.	Name their 5 senses and know what they are used for.  Describe what they see, hear and feel whilst outside using all 5 senses in relation to seasons and their familiar surroundings (DM).		Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
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<u>The Natural World (Science Links)</u>	Animals	<p>Starting to name some common animals.</p>	<p>Names a range of animals - pets, farm animals, jungle, insects, sea creatures, mini-beasts.</p> <p>Names baby animals – chick, lamb, calf, puppy, kitten, piglet.</p> <p>Begin to know about simple life cycles – chick and caterpillar.</p>	<p>Make observations about animals discussing similarities and differences.</p> <p>Talk about how animals grow and change, including life cycles.</p> <p>Begin to name animals from different countries, for example polar regions, African.</p> <p>Being to understand how animals adapt according to their environment.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>
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<u>The Natural World (Science Links)</u>	Plants	<p>Explore planting in the Nursery garden.</p> <p>Identify plants.</p>	<p>Plant seeds and care for growing plants (DM).</p> <p>Begin to understand that a plant needs water and sunlight to grow.</p>	<p>Make observations about plants discussing similarities and differences.</p> <p>Begin to name parts of a plant – stem, roots, leaf, flower.</p> <p>Understand the life cycle of a plant.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
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<p><u>The Natural World (Science Links)</u></p>	<p><b>Weather and Seasons</b></p>	<p>Starting to name different kinds of weather.</p>	<p>Begin to name and talk about the changes in some seasons.</p> <p>Begin to have an understanding of the types of clothes to wear for different kinds of weather.</p>	<p>Understand that different seasons have different kinds of weather.</p> <p>Begin to talk about the similarities and differences of each season.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Geography)</p> <p>Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
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<p><u>The Natural World (Science)</u></p>	<p><b>Vocabulary</b></p>	<p>Wood, metal, plastic, glass, paper, water, freeze, ice, push, pull, lift, twist, sink, float, above, under, light, dark, world, earth, planet, moon, sun, body parts, animal names – farm, jungle, mini-beast, sea creatures, life cycle, egg, cocoon, hatch, plant, flower, seed, soil, water, sunlight, weather, sunny, rainy, snowy, frosty, cloudy, windy, season, autumn, winter, spring, summer.</p>	<p>Hard, soft, smooth, rough, shiny, dull, waterproof, warm, melt, liquid, solid, force, magnet, push, pull, sink, float, attract, torch, lamp, light, shine, lantern, planet names, see, hear, smell, touch, taste, polar animals, African animals, camouflage, nocturnal, hibernate, stem, roots, leaf, flower, season, autumn, winter, spring, summer, change, grow, new life, bud, fall.</p>
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<u>People and Communities (RE Links)</u>	Beliefs, Religions and Cultural Differences	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Identify simple differences in others through observation.</p> <p>Begin to talk about how people's lives can be similar and different.</p> <p>Know that people around the world have different religions.</p>	<p>Understand that some places are special to members of their community (DM).</p> <p>Recognise some similarities and differences between life in this country and life in other countries (DM).</p> <p>To know that people in other countries may speak different languages.</p>	<p>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.</p> <p>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>SACRE Who am I belonging?</p> <p>SACRE Find out about Church and Synagogue.</p> <p>SACRE Bible stories about Moses.</p> <p>SACRE What can we learn from stories about prayer and Jesus.</p> <p>SACRE Beginning to learn from Muslims.</p>
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<u>People and Communities (RE Links)</u>	Celebrations	<p>Talk about pictures of celebrations in their own life.</p>	<p>Talk about special times in my family.</p> <p>Talks about celebrations through videos, pictures and stories.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways (DM).</p> <p>Talk about similarities and differences between their own and other celebrations.</p>		<p>SACRE How do Christian Celebrate Christmas?</p> <p>SACRE What festivals do Jewish people celebrate?</p>
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<u>People and Communities</u> (RE Links)	<u>Vocabulary</u>	Family, same, different, skin, hair, eyes, clothes, same, different, believe, religion, celebrate, decorate, meal, worship, gifts.	Places of worship, mosque, church, temple, synagogue, same, different, language, belief, celebrate, religion.
		Vocabulary related to specific celebrations.	Vocabulary related to specific celebrations.

<u>Understanding the World</u> (Computing Links)	<u>Technology</u>	Children can name Ipad, computer, laptop, camera.	Can use drag and drop on simple games/ programmes on Ipad/ IWB.	Recognise common uses of information technology beyond school.
		Can use touchscreen on Ipad/ IWB by pressing buttons and swiping.	Can change games and settings on a game.	

<u>Understanding the World</u> (Computing Links)	<u>Ipads</u>	Can take a photo on the ipad.	Can film on the ipad.		
		Can turn the ipad on and off.	Can return to the home screen.		
		Knows how to charge the ipad.			

<u>Understanding the World</u> (Computing Links)	<u>Paint</u>	Can mark make on a simple paint programme on the IWB.	Can select brushes, colours and eraser.	Can select stamps, pens, shapes.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

<u>Understanding the World</u> (Computing Links)	<u>Programmable Toys</u>	Can program a toy to go forwards or backwards.	Can program a toy to go left/ right.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.
			Can reset a toy.	

<u>Understanding the World (Computing Links)</u>	<u>Keeping Safe Online</u>	Children know to ask for help if they need it.	Children are starting to understand about the need to stay safe online and not share information.		Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
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<u>Understanding the World (Computing)</u>	<u>Vocabulary</u>	Ipad, computer, laptop, camera, touch, press, IWB, photo, on, off, paint, choose, select, brush, eraser, forwards, backwards, arrows, help, safe, grown up.	Drag, drop, settings, video, film, home screen, charge, stamp, pen, shape, left, right, reset, safe, share.
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