

**Arnside National C of E School**  
**EYFS Progression of skills and assessment checkpoints**



**Understanding the World.**

| Past and Present | People, Culture and Communities | The Natural World |
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| Past and Present  |  |   |   |   |   |   |
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| <b>Birth-Three</b><br>. Make connections between the features of their family and other families.<br>. Notice differences between people. |  | <b>Three- Four Years</b><br>. Begin to make sense of their own life-story and family history.   | <b>Reception</b><br>. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past                 | <b>Writing- ELG .</b><br>. Talk about the lives of the people around them and their roles in society. <b>UTW. P&amp;P.ELG</b><br>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>UTW. P&amp;P.ELG</b><br>• Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>UTW. P&amp;P.ELG</b> |   |   |
| <b>Finding out about the Past. Comparing to the present.</b>  | I am beginning to make sense of my own life-story and family history.          | I can comment on fictional/historical figures or familiar objects or situations from the past.  | I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past  | I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.   | I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present.<br>I understand the past through settings, characters and events encountered in books read in class and storytelling. <b>UTW. P&amp;P.ELG</b><br>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. <b>UTW. P&amp;P.ELG</b> |   |
| <b>Sequences in time- Family History</b>  | I can sequence family members according to name/size, e.g. baby, child, adult. | I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly. | I can sequence family members according to their age. I can explain who they are and the key differences in what they can and cannot do.                                  | I understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life.   | I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.  | I can talk about the lives of the people around me and their roles in society. <b>UTW. P&amp;P.ELG</b><br>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. <b>UTW. P&amp;P.ELG</b>   |
| <b>Sequences in time- Vocabulary</b>  | I can show some awareness of the time of day, e.g., dinnertime or bedtime.     | I can use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime,              | I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after. | I can retell my daily routines/ weekly routines in sequence.<br>I can name the days of the week/  | I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times   | I can talk about the lives of the people around me and their roles in society. <b>UTW. P&amp;P.ELG</b><br>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. <b>UTW. P&amp;P.ELG</b><br>I understand the past through settings, characters and events encountered in books read in class and storytelling. <b>UTW. P&amp;P.ELG</b> |

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|  |  | afternoon, and evening. |  | the seasons of the year. | that repeat every year. |  |
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## People, Culture and Communities

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| <b>Birth-Three</b><br>. Make connections between the features of their family and other families.<br>. Notice differences between people. | <b>Three- Four Years</b><br>. Show interest in different occupations.<br>. Continue to develop positive attitudes about the differences between people.<br>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |   | <b>Reception</b><br>. Talk about members of their immediate family and community.<br>. Name and describe people who are familiar to them.<br>. Understand that some places are special to members of their community.<br>. Recognise that people have different beliefs and celebrate special times in different ways.<br>. Recognise some similarities and differences between life in this country and life in other countries.<br>. Draw information from a simple map.<br>. Recognise some environments that are different to the one in which they live. |   |   | <b>Writing- ELG .</b><br>. 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. <b>UTW. PC&amp;C.ELG</b><br>. 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. <b>UTW. PC&amp;C.ELG</b><br>. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>UTW. PC&amp;C.ELG</b> |
| <b>Celebrations</b>   | I can comment on <u>recent</u> photographs of experiences in my own life, e.g., my visit to the seaside, park, or farm.  | I can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year. | I can comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, holidays, and day trips.   | I can comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year.  | I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events.<br>I can talk about the experiences that others have in celebrating their special times. | 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. <b>UTW. PC&amp;C.ELG</b>  |
| <b>Places of worship.</b>   | I know that there are places of worship near to where I live.  | I know that there are different places of worship.  | I can name different religious places of worship. I can name the 3 churches in Arnside.   | I know that places of worship are special to people, and I know why people go there.<br>I can recognise, name, and describe a feature of a familiar place of worship. | I can recognise, name, and describe different religious places.   | . 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. <b>UTW. PC&amp;C.ELG</b>  |
| <b>Beliefs</b>  | I know and can talk about things   | I know that there are differences in what   | I am developing a positive attitude in understanding about the  | I can show a positive attitude in talking about and explaining the  | I can comment on the differences between people's beliefs and how they celebrate and live their lives.  | . 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. <b>UTW. PC&amp;C.ELG</b>  |

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|                                      | that I believe.   | people believe. | differences between people.   | differences between people.   | I can talk about the main festivals of a religion.  |   | . 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. UTW. PC&C.ELG                    |   |   |
| Homes                                | I know what type of home I live in, e.g., house, bungalow or flat.  |                 | I can explain key features of my home and the homes of others.  | I know that different countries have different homes.   | I can compare different types of homes in my own country.   | I can compare different types of homes in other countries.  | I can 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. UTW. PC&C.ELG                |   |   |
| Features of places.                  | I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom   |                 | I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.   | I notice that some places and environments are different to the place where I live.<br><br>I can identify simple similarities and differences. E.g comparing Arnside to Kendal or London or Senegal |   | I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK.   | I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.   | I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG<br><br>I can 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. UTW. PC&C.ELG |   |
| Using maps and following directions. | I can identify and name a simple map.<br><br>I know that a map has places/features on and what it is used for.<br><br>I can follow some positional language such as near, next to, in front of. |                 | I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains.<br><br>I know that directions can be followed and lead to different places<br><br>I know that directions can be verbal, pictorial or written |   | I know that the pictures, symbols, and words on a map represent objects that usually do not move.<br><br>I can follow simple directions (Up, down, left/right, forwards/backwards)<br>I can follow directions using a small toy.<br>I can direct my friend from point A to B using positional language. |   | I can draw and create my own maps using real objects, and/or pictures and symbols.<br><br>I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps. | I can find the UK on a simple map.<br><br>I can find the land and sea on a map.<br><br>I can follow a simple map of a familiar place (in real-life) finding and naming features. I can locate items on the map.   | I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG<br><br>I can 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. UTW. PC&C.ELG |
| Naming places.                       | I can talk about my home, e.g., what it looks like, and its name, its number or position.   |                 | I can talk about and name the places where I live, e.g., Arnside, Storth or Silverdale.<br><br>I know that more than one home/house is in a village or town.  |   | I am beginning to recall my address such as the name or number, the road/street and the village/town.   | I can identify and name the country that I live in.<br><br>I show an understanding that not all countries in the world are the same. I begin to talk about the differences. |  | I can talk about and name the four countries of the United Kingdom<br>I can compare and say what is the same/different about a countries physical or human geography.   | I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG<br><br>I can 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. UTW. PC&C.ELG |
| Human Geography                      | I can talk about what daily life is like in our country.  |                 | I can talk about how daily life may be different for other children.  |   | I can make comparisons between daily life for children in different countries.  |   | I can compare daily life in the UK with a contrasting country.   | I can 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. UTW. PC&C.ELG   |   |

| The Natural World  |  |   |  |  |  |  |   |
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| <b>Birth-Three</b><br>. Repeat actions that have an effect.<br>. Explore materials with different properties.<br>. Explore natural materials, indoors and outside. |  | <b>Three- Four Years</b><br>Use all their senses in hands-on exploration of natural materials.<br>. Explore collections of materials with similar and/or different properties.<br>. Talk about what they see, using a wide vocabulary.<br>. Explore how things work.<br>. Plant seeds and care for growing plants.<br>. Understand the key features of the life cycle of a plant and an animal.<br>. Begin to understand the need to respect and care for the natural environment and all living things.<br>. Explore and talk about different forces they can feel.<br>. Talk about the differences between materials and changes they notice. |  |  | <b>Reception</b><br>. Explore the natural world around them.<br>. Describe what they see, hear and feel whilst outside.<br>. Understand the effect of changing seasons on the natural world around them. |  | <b>Writing- ELG .</b><br>. Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>UTW. TNW.ELG</b><br>. 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. <b>UTW. ELG</b><br>. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>UTW. TNW.ELG</b> |
| <b>Changes</b>   |  | I notice changes with some adult support. I can talk about what they see, using a basic vocabulary.   | I show awareness of change, as I can talk about the differences between materials and changes that I notice using simple terms to describe.  | . I understand that living things, objects and materials can change. I describe what I see, hear and feel whilst exploring inside and outside.                                 |  | I understand through books and making close observations that living things and materials can change.  | I understand some important processes and changes in the natural world around them. <b>UTW.TNW.ELG.</b>   |
| <b>Materials</b>   |  | I can talk about materials. (Collections of the same materials, e.g., shells, leaves) I can talk about what I can see.  | I can explore collections of different materials with similar and different properties.<br><br>I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support. | I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric.<br><br>I can use language to describe common features of materials, e.g. colour, texture, size. | I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.  | I can experiment with making changes to materials.<br><br>I can ask and answer 'how' and 'why' questions, such as how things happened and how things work.<br><br>I choose how I can classify objects according to their properties. | I understand some important processes and changes in the natural world around them. <b>UTW.TNW.ELG.</b><br><br>I can explore the natural world around them, making observations and drawing pictures of animals and plants. <b>UTW. TNW.ELG</b>   |
| <b>Forces and Movement</b>   |  | I can explore how things work.  | I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls.   | I can explore 'non-contact' forces such as gravity or magnetism. I describe what I see, hear and feel whilst exploring inside and outside.                                     |  | I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism.<br><br>I can describe and make comparisons.   | I understand some important processes and changes in the natural world around them. <b>UTW.TNW.ELG.</b>   |
| <b>Seasonal Change</b>   |  | I can talk about how the weather changes, and that different places/countries have different weather.   | I can talk about some natural features that I see and feel during different seasons, including different weather.  | I can name the four seasons.   | I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are   | I notice and describe seasonal weather patterns. I can ask and answer  | I understand some important processes and changes in the natural world around them,   |

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|                                     | I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.                  | I can talk about the clothes that I need for different seasons/ weather and why. | I can order the four seasons.  | found in autumn and some trees have no leaves in winter.  | 'how' and 'why' questions.   | including the seasons. UTW.TNW.ELG.   |
| <b>Living things - Animals</b>      | I can name some animals correctly.<br><br>I can use simple language to describe animals.               | I can examine animals to find out more about them. I use my senses to explore.   | I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs. | I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats. | I make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles. | I understand how animals grow and change. UTW.TNW.E L GOAL. I can explore animals in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL. |
| <b>Living things - Plants</b>       | I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size. | I can examine plants to find out more about them. I use my senses to explore.    | I can use the correct basic scientific vocabulary to describe parts of plants. I can explain a simple lifecycle, E.g., sunflower, or oak tree.       | I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats.        | I make close observations of plants in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that plants change, and I explain a range of lifecycles.   | I understand how plants grow and change. UTW.TNW.E L GOAL. I can explore plants in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.   |
| <b>Living things - Conservation</b> | I can show some awareness that living things need to be cared for and treated with respect.            | I understand that living things need to be cared for and treated with respect.   | I can show care and respect for living things.   | I can show care and respect for living things and the environment in which they live.   | I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.  |   |
| <b>Sound</b>                        | I can talk about familiar sounds at home and school.   | I understand that sounds can come from a range of sources.                       | I can identify and describe the source of a range of sounds.   | I can explore how to change sounds. I can describe changes in sounds such as loud and quiet, tempo - fast or slow.  | I can explain how and why sounds can be changed.   | I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.   |