EYFS Progression in Learning Framework

Understanding the World

Manor Park Primary School

Manor Park Primary School: Progression in Learning Framework - Understanding the World

EYFS Statutory Educational Programme. The curriculum needs to include

Understanding the world involves guiding children to make sense of their **physical world** and their **community.** The frequency and range of children's personal experiences increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world.** As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's **vocabulary** will support later reading comprehension.

ELG: Past and Present	ELG: People, Cultures and Communities	ELG: The Natural World
Children at the expected level of development will: • **Talk about the lives of 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**	Children at the expected level of development will: • **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps** • **Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class** • **Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps**	Children at the expected level of development will: • **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**

Understanding the World - Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			Interface with KS1
PAST & PRESENT	Knows and understands 'today' and 'yesterday'	Knows some days of the week	Knows and understands 'tomorrow'	Sum1 – Planting Jasper's Beanstalk Knows the days of the week and their order	A1, Spr2, Sum2 Knows the seasons of the year	A1 – All about me and daily Can talk about sequences relevant to them - school *day; getting ready for bed*	Knows that time passes in sequential order
	Uses the past tense of many common verbs - played, saw, ran – mainly accurately	Can use the past tense to talk about what has already happened	Knows 'before' and 'after' as concepts	Spr2 – World topic Knows 'then' and 'now' as concepts Begins to draw on own experiences to compare what they can find out about the past with today, including from books – *theme of Kings & Queens*	Sum2 – Seaside Uses ordering language (some of which is from books they have read) - first, *next*, *after that* Draws on own experiences to compare with what they can find out about the past, including from books – *theme of family day out*	Spr1 – traditional tales Can sequence stories	Has an awareness of common words and phrases relating to the passing of time Understands differences between the past and the present

	A1 – my family Can say who they are and who they live with	**A1 – my family** Can talk about who/what is special to them e.g. nanny, dog	**A1 – my family** Can briefly talk about some members of their family	**A1 – All about me** Sequences family members, explaining who they are (baby, toddler, child, adult)	**A1 – All about me** Explains the key differences in what family members of different ages can and can't do Can describe some family memories	**Sum2 – transition** Knows things they can do now that they could not do when they started school	Has an understanding of change within living memory – people
	Spr 1 – People who help us Shows an interest in occupations they know about from their own experience - *doctor*, *shop worker*	**Spr 1 – People who help us** Shows an interest in different occupations - *firefighter*, *police*	**Spr 1 – People who help us** Can talk about a range of occupations - *electrician*, *warehouse worker*, *hairdresser*	**Spr 1 – People who help us** Can identify the role of the emergency services in society and know how to call for help	**Spr 1 – People who help us** Can identify similarities and differences in jobs – *scientist*, *dog-walker*, *chef*	**A1 – All about me** Can talk about their aspirations for their own role in society	Understands similarities and differences between people
	A2 – Nursery rhymes Shows an interest in fictional characters in stories and rhymes	**Spr1 – people who help us** Shows an interest in people in non-fiction texts	**Weekly story time** Comments on people and events in books read to them/in class	**Spr1– Traditional tales** Begins to compare and contrast settings, events or characters from the past, that they have met in books	**Spr1 – Traditional tales** Compares and contrasts settings, events or characters from the past, that they have met in books	**Spr2 – world topic** Knows some similarities and differences between the past and now, drawing on their experiences and books they have shared	Recognise some similarities between past and present
PEOPLE CULTURES & COMMUNITIES	**A2 – nursery rhymes, Spr2 – farm, Sum2 – transport** Begins to explore simple maps in play	**Sum2 – transport** Knows what a map is used for	**Sum2 – transport** Identifies some features on a map	**Sum2 – seaside/ pirates** Identifies a range of features on a map	**Sum2 – Seaside/ Pirates** Can use a map to find features in 'real life'	**Sum2 – seaside/ pirates** Can explain, in simple terms, the difference between human and physical features on maps	Interprets a range of geographical information, including maps
	Weekly story Talks about what they see at school or home	Knows they live in Coventry **Sum1 – minibeasts** Explores the school grounds with interest	**Sum2 – transport** Can talk about what they see in their environment - *park*, *local shops*	**A1 – all about me** **Spr2 – world topic** Talks about what they see in the school grounds and local area Knows they live in Coventry which is in England	**Spr1 – world topic** Can understand differences between where they live and another area in the UK– Little Bank village Can explain how life may be different for other children living elsewhere – Little Bank village and other countries	**Spr1 – world topic** Can identify similarities and differences between where they live and homes/schools in other countries - *Nigeria*	Compares the UK with contrasting countries
	A1 – my family In play, imitates everyday actions and events from own family	**A1 – my family** Is beginning to learn they have similarities and differences that	**Daily – linked to celebrations**	**A1 – All about me** Knows some of the things that makes them unique and can talk	**A1 – All about me** Talks about events in their own life and in the lives of family members	**A1 – All about me** Knows about similarities and differences between themselves and others,	

	and cultural background eg making and drinking tea	connect them to, and distinguish them from, others	Remembers and talks about significant events in their own experience	about some of the similarities and differences in relation to friends or family		and among families, communities and traditions	
	A2, Spr1, Spr2 - celebrations Knows about special events, festivals, places of worship relevant in their own life Enjoys joining in with family customs and routines	A2, Spr1, Spr2 - celebrations Is beginning to understand that there are differences in what people believe Knows about some festivals celebrated by others	A2, Spr1, Spr2 - celebrations Knows about some places of worship Knows people in their community celebrate special days	A2, Spr1, Spr2 - celebrations Says what might happen on some special days e.g. Christmas, Eid Can name some places of worship	A2, Spr1, Spr2 - celebrations Joins in with celebrations and recalls what happened last time on that day	A2, Spr1, Spr2 - celebrations Can articulate what others celebrate and understand that some special days repeat annually Knows why religious venues are special and who goes there	Describes the main beliefs of a religion Describes the main festivals of a religion and its place of worship
THE NATURAL WORLD	Autumn 1 + 2 Uses their senses to explore the natural environment and a range of materials	Spring 1 + 2 Explores the natural environment and begins to identify some similarities and differences	Summer 1 + 2 Explores the natural environment and identifies some similarities and differences	Forest school Observes some features in the natural world and draws what is seen - flowers, *trees; giant snails*	Spr1 – world topic Observes some features in the natural world in a contrasting environment from where they live – *Little Bank village*	Sum1 – animals/ planting Explores the natural world around them, making observations and drawing pictures of animals and plants – farm visit?	Explores the world around them and raises own questions
	A1 – autumn Knows about some key changes to nature in Autumn	Spr 2 – farm animals Knows some key changes to nature in Spring Knows about the life cycle of a chick Knows the names of some animals - *pets, farm animals*	Sum1 + 2 Knows some key changes to nature in Summer Sum1 – World Earth Day Has developed some understanding of the effect their behaviour can have on the environment – *recycling*	A1 – autumn Knows and can talk about some key changes to nature in Autumn Sum1 – planting/ animals Can say what plants and animals need to survive	A2, Spr2 Knows and can talk about some key changes to nature in Winter and Spring Sum1 – planting/ animals Can talk about the life cycle of an animal Talks about the features of their own immediate environment and how environments might vary from one another	Sum2 Knows and can talk about some key changes to nature in Summer Sum 1 – planting Knows the name of some plants Can identify that things in nature change with time - Sum1 – World Earth Day Has developed some understanding of the effect their behaviour can have on the environment	

	Sum2 – transport Begins to explore and talk about different forces they can feel.	A2 – nursery rhymes Begins to explore changing states of matter - freezing, *melting*	Spr1 – people who help us Talks about the differences between materials Sum2 – transport Explores floating and sinking	A2 – Space/ light and dark Observes and interacts with natural processes - *sound causing a vibration, a magnet attracting an object*	A2 – Space/ light and dark Observes the natural process of light casting a shadow Explores forces and uses new vocabulary to describe them	A1, A2, Spr2, Sum2 Understands the effect of changing seasons on the natural world A2 – Space/ light and dark Can talk about changing states of matter	Identifies differences, similarities or changes related to simple scientific ideas and processes

Assessment: On track/not on track using best fit for each Milestone Descriptor – Understanding the World	
Milestone 1	*Past & Present:* *I know and understand 'today' and 'yesterday.' I use the past tense of many common verbs - played, saw, ran – mainly accurately. I can say who I am and who I live with. I show an interest in occupations I know about from their own experience. I show an interest in fictional characters in stories and rhymes.* *People, Cultures & Communities:* *I am beginning to explore simple maps in. I can talk about what I see at school or home. In play, I imitate everyday actions and events from my own family and cultural background. I know about special events, festivals, places of worship relevant in my own life. I enjoy joining in with family customs and routines.* *The Natural World:* *I use my senses to explore the natural environment and a range of materials. I know the names of some animals. I know about some key changes to nature in Autumn. I begin to explore and talk about different forces I can feel.*
Milestone 2	*Past & Present:* *I know some days of the week. I can use the past tense to talk about what has already happened. I can talk about who/what is special to me. I show an interest in different occupations. I show an interest in people in non-fiction texts.* *People, Cultures & Communities:* *I know what a map is used for. I know I live in Coventry. I explore the school grounds with interest. I am beginning to learn I have similarities and differences that connect me to, and distinguish me from, others. I am beginning to understand that there are differences in what people believe. I know about some festivals celebrated by others.* *The Natural World:* *I explore the natural environment, and I am beginning to identify some similarities and differences. I know some key changes to nature in Spring. I can identify that things in nature change with time. I know about the life cycle of a chick. I explore forces and use new vocabulary to describe them. I am beginning to explore changing states of matter - freezing, melting.*
Milestone 3	*Past & Present:* *I know and understand 'tomorrow.' I know 'before' and 'after' as concepts. I can briefly talk about some members of my family. I can talk about a range of occupations. I comment on people and events in books read to me/in class.*

	People, Cultures & Communities: *I identify some features on a map. I can talk about what I see in my environment. I remember and talk about significant events in my own experience. I know about some places of worship. I know people in my community celebrate special days.* *The Natural World:* *I explore the natural environment and identify some similarities and differences. I know some key changes to nature in Summer. I know the name of some plants. I talk about the differences between materials. I explore floating and sinking.*
Milestone 4	*Past & Present:* *I know the days of the week and their order. I know 'then' and 'now' as concepts. I am beginning to draw on my own experiences to compare what I can find out about the past with today, including from books. I sequence family members, explaining who they are (baby, toddler, child, adult). I can identify the role of the emergency services in society and know how to call for help. I am beginning to compare and contrast settings, events or characters from the past, that I have met in books.* *People, Cultures & Communities:* *I identify a range of features on a map. I talk about what I see in the school grounds and local area. I know I live in Hollymoor which is in England. I know some of the things that makes me unique and I can talk about some of the similarities and differences in relation to friends or family. I say what might happen on some special days e.g. Christmas, Eid. I can name some places of worship.* *The Natural World:* *I observe some features in the natural world, and I draw what is seen. I know and can talk about some key changes to nature in Autumn. I can say what plants and animals need to survive. I observe and interact with natural processes.*
Milestone 5	*Past & Present:* *I know the seasons of the year. I use ordering language (some of which is from books I have read). I draw on my own experiences to compare with what I can find out about the past, including from books. I explain the key differences in what family members of different ages can and can't do. I can describe some family memories. I can identify similarities and differences in jobs. I compare and contrast settings, events or characters from the past, that I have met in books.* *People, Cultures & Communities:* *I can use a map to find features in 'real life.' I can understand differences between where I live and another area in the UK. I can explain how life may be different for other children living elsewhere. I talk about events in my own life and in the lives of family members. I join in with celebrations and recall what happened last time on that day.* *The Natural World:* *I observe some features in the natural world in a contrasting environment from where I live. I know and can talk about some key changes to nature in Winter and Spring. I can talk about the life cycle of a butterfly. I talk about the features of my own immediate environment and how environments might vary from one another. I observe the natural process of light casting a shadow.*
Milestone 6	*Past & Present:* *I can talk about sequences relevant to me. I can sequence stories. I know things I can do now that I could not do when I started school. I can talk about my aspirations for my own role in society. I know some similarities and differences between the past and now, drawing on my experiences and books I have shared.*

	People, Cultures & Communities: ***I can explain, in simple terms, the difference between human and physical features on maps. I can identify similarities and differences between where I live and homes/schools in other countries. I know about similarities and differences between myself and others, and among families, communities and traditions. I can articulate what others celebrate and understand that some special days repeat annually. I know why religious venues are special and who goes there.*** ***The Natural World:*** ***I explore the natural world around me, making observations and drawing pictures of animals and plants. I know and can talk about some key changes to nature in Summer. I have developed some understanding of the effect my behaviour can have on the environment – recycling. I understand the effect of changing seasons on the natural world. I can talk about changing states of matter.***