| **EYFS Progression of Skills – Understanding the World** | | | | | | |
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| RE | | | | | | |
| RE Overview  **Intent**  **Vocabulary**  **Implementation** | Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder  at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They will explore, observe and find out about places and objects that matter in different cultures and beliefs. Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different  Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations. | | | | | |
| **READINESS FOR YEAR ONE:**  • To know that different people have different faiths  • To know that some stories come from different holy books, and to express ideas in response to those stories  • To know that different people have different times of celebration  • To understand that different people have different ways of celebrating major events  • To know that people of all faiths can and do live well alongside each other  • To enjoy joining in with family customs and routines  • To be able to express some of their own families’ customs and traditions  • To know that different people have a range of different ways of showing their beliefs, including prayers and worship  • To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions | | | | | | |
| **HISTORY, GEOGRAPHY, SCIENCE** | | | | | | |
| **Chronology skill**  **development**  Intent  Vocabulary  Implementation | **History**  Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past | | | | | |
| Talk about members of their immediate family and the relationship to  them, name and describe people who are familiar to them  Family, relationships,  Mum, Dad, sister, brother, grandma, grandad,  friends.  Children joining in with discussions and stories | Use the language of time when talking about  past/present events in their own lives and in the lives of others  including people they have learnt about  through books.  Last week, yesterday, a long time ago, last year, before I was born. | Visually represent their own day on a simple timeline (correspond  with 7 days of the week) Timeline, day, week, first, last, them, next, days of the week –  names.  Children learning about the days of the week in and out of Maths  lessons. Children having | Talk about and  understand changes in their own lifetime, by creating a personal  timeline.  Changes, baby, toddler, child, teenager, adult, elderly, ages.  Learning about life  cycles of animals,  learning about how we | Recount an event, orally, pictorial and/or with captions.  Event, special, what  happened, then, next. Discussions around  events we have had at school such as school trips, visits etc. | Order experiences in  relation to themselves and others, including stories.  First, then, next, after that, finally, story.  Adults prompting  children to order  experiences and stories verbally or in a written method. |

|  | about family. Children focusing on work based on ‘all about me’ and their family and friends. | Discussions around past and present – events such as celebrations, remembrance day (war). | a visual timetable.  Children completing  practical activities  visually representation their week. | grow and change as  people. |  |  |
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| **Enquiry skill**  **Development**  **Intent**  **Vocabulary**  **Implementation** | Children know that you can find out information from different sources e.g. internet, books.  Information, books,  videos, search, internet, Adults modelling how to find information using a  range of sources. Adults giving children access to books to find information. | Children find out about key historical events and why and how we  celebrate today?  Remembrance Day,  Christmas Day, Diwali.  History, past,  celebrations, festivals. Adults providing  opportunities to explore a range of festivals and celebrations. | Use technology to make observations or find  information about  different locations and places. Recognise, know, and describe features of Antarctica. Understand some important  processes and changes in the natural world  around them, including the seasons and  changing states of  matter - water to ice.  Technology, search,  internet, Antarctica,  desert, changes, water, ice, seasons.  Adults modelling using technology. Children having access to the  technology to find  information. | Describe images of  familiar situations in the past using books such as, ‘When we were  giants’, ‘Peepo’, Shirley Hughes stories. Identify features of growth and change. Images,  pictures, past, present, same, different, grow, change.  Children exploring  images from the past through stories. Adults providing activities and inputs based on  changing and growing. | Talk about key roles  people have in society both in the present and past. Name and describe people who are familiar  to them within their community.  Key worker, job, help, helpful, community,  police, fire service,  doctor, dentist.  Adults providing  experiences, activities and inputs in the people in society in the present  and in the past. Children comparing the past and present. | Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about  what is the same and different.  Images, pictures, past, present, change,  different, people, places, time, compare,  comparison, same.  Children provided with images to compare with past and present.  Discussions around past and present. |

| **Respect skill**  **Development**  **Intent**  **Vocabulary**  **Implementation** | Children respect special things in their own lives. Special, teddy, photo,  people, toy.  Children taught about respect, children taught about respecting special things and what this  might mean to different people. | Children recognise that people have different beliefs and celebrate  special times in different ways. Recognise some environments that are different to the one in which they live.  Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.  Children taught about respect, children taught about different beliefs and special times for different people. | Understand the value of being curious and  interested in finding out about people within  their own community and in other countries - special places and events or objects – through  non-fiction texts, stories, visitors, celebrations. Questions, why, country, community, where I live, story, visitor,  celebrations.  Children taught about respect, children taught about curiosity, asking  questions and why we need to learn. | Children understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through  non-fiction texts, stories, visitors, celebrations. Describe special events (Easter)  Questions, why, country, community, where I live, story, visitor,  celebrations, church, Easter.  Children taught about respect, children taught about curiosity, asking  questions and why we need to learn. | Understand that some places are special to  members of their  community.  Special, places of  worship, churches, map, park, shops etc.  Children taught about respect and how we can respect special places. | Children recognise some environments that are different to the one in which they live - Hot  countries. Animals and know how to care for an animal/pets.  Same, different, similar, features, environment, hot, cold, care, look  after, vets, food, water. Children taught about respect and caring for animals and pets. |
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| Mapping skill  Development  Intent  **Vocabulary**  **Implementation** | Talk about the features of their immediate  environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.  Maps, mapping, environment, features, classroom map, local area map, signs, logos.  Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class. | | Draw information from a simple map and identify landmarks of our local area walk.  Maps, mapping, environment, features, landmarks, local area.  Children going on a walk together around the local area. To identify landmarks and create a map. | | Create own maps using grid paper and symbols (x marks the spot treasure maps)  Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.  Children using the available materials to create their own maps as modelled by the adults in school. | |
| **READINESS FOR YEAR ONE (GEOGRAPHY):**  • Know where they live  • Know how they travel to school  • Talk about some of the differences they notice when they are in different places  • Talk about places when looking at books and watching tv/videos  • Talking about places they have been to  • Talk about places in stories | | | | | | |

| • Using language that relates to place  • Recognise elements of their environment that are manmade and natural  • Make maps from stories  • Follow simple maps in play | | | | | | |
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| READINESS FOR YEAR ONE (HISTORY):  • Use words associated with the past including yesterday, last week, last year  • Use past tense when speaking about things that happened in the past  • Share their memories of significant events in their own lives.  • Talk about things that have changed.  • Begin to put these events in order  • Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.  • Begin to put events in order.  • Talk about the order of events in a range of familiar stories.  • Recognise language in stories that shows the story happened in the past. | | | | | | |
| **Scientific Knowledge Development**  **Intent**  **Vocabulary**  **Implementation** | Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in  autumn Know and  describe the seasonal  weather. Autumn, Spring, Summer, Winter, day, dark, light, Winter, night, season, Moon, Sun,  lighter, darker, shadow Exploring seasons through stories, videos, books.  Making a record of the seasons or weather such as a weather chart,  seasons booklet etc. | Materials – Identify and name a variety of  everyday materials,  including wood, plastic, glass, metal, water, and paper. Know some  simple properties of  materials. Know how we can sort objects into  groups based on their material. Know what materials can be  recycled.  Material, wood, plastic, glass, metal, paper,  recyclable, hard, soft, rough, smooth, shiny Exploring the materials as a class – naming  them. Exploring the  properties of these  materials through  continuous provision and whole class inputs. | Animals - Know the  correct basic scientific vocabulary to describe parts of animals. Know  what animals need to survive. Know and  explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at  Arctic/Antarctic).  Describe habitats.  Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen,  camouflaged, survival, desert, habitat.  Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on | Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses.  Hygiene, healthy,  nonhealthy, grow,  change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, | Plants - Know the  correct basic scientific vocabulary to describe parts of plants. Know what plants need to  survive and grow  healthily. Know that plants need water, soil and sun to grow. Name  some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand  through books and  observations that plants change and explain  what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower. | Animals (British  Wildlife) - Know and  explain where a range of animals live e.g. talk about animals which  live in our community e.g. talk about wildlife in Britain. Describing  habitats and some  microhabitats. Make  close observations of animals in the natural world. Make  comparisons and  identify similarities and differences. Understand through books and  observations how  animals change.  Pond, garden, woodland, seaside, habitat, wild, wildlife, native,  woodland, birds, (owl, duck), insects/bugs/ |

|  |  | Reading and  investigating what  recycling means and how we can recycle. | the environment they are in. | head, toes, ear, hands, eye, fingers, mouth,  nose, parent, baby,  child, adult,  grandparent  Continue with the work on seasons and weather from the Autumn term.  Discussions and inputs around growth and  changes in the human body. Learning about healthy eating and how the body works. | Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air  Exploring plants and the parts of the plants,  looking at lifecycles of plants, identifying  plants. | minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider,  tarantula, earthworm, snail, millipede,  butterfly, caterpillar, microhabitats,  Identifying, observing and exploring British animals – in person,  through books, videos etc. |
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| **READINESS FOR YEAR ONE (SCIENCE):**  • To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them  • To compare objects in their environment and talk about similarities and differences  • To ask questions about the world around them, and seek to find their own answers  • To know what a plant is  • To know what a flower is  • To know where you see plants  • To describe different plants and flowers  • To know what an animal is  • To recognise and name a variety of different animals  • To know the names of different body parts of humans and animals they have experience of  • To recognise that different everyday objects are made from different materials  • To describe how different objects look and feel  • To know about different types of weather  • To observe changes in trees and plants as the seasons progress | | | | | | |