

UNDERSTANDING THE WORLD

Early Years Curriculum: Progression of Skills

To see topic led learning, please refer to our
Curriculum Mapping Webs

By the time children finish in the EYFS, we want them...

- ▶ To know about our local area
- ▶ To draw a simple map of an area they know
- ▶ To know about cultures and traditions from other countries e.g. food, festivals and houses in China, India, etc
- ▶ To understand that people have different values and beliefs and be respectful of these
- ▶ To talk about their past using appropriate vocabulary and find out how life has changed from when their parents were little (toys, traditions, houses, technology)
- ▶ To observe and comment on differences in the seasons and weather where they live and compare to other hot and cold parts of the world
- ▶ To explore a range of materials and states of being and say how they change overtime and in different conditions e.g. ice
- ▶ To know how plants and animals change over time and understand what they need to grow
- ▶ To explore and talk about different forces
- ▶ To know about religions such as Christianity, Islam and Hinduism

Autumn Term/ Term 1

2 to 3 Years-

Begin to repeat actions that have an effect.

Show an interest in exploring natural materials, indoors and outside

Pre School-

Use all of their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary

Begin to make sense of their own life story and family's history.

Show interest in different occupations

Reception-

Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.

Name and describe people who are familiar to them.

Know some similarities and differences between in the past and now.

Explore the natural world around them., making observations and drawing pictures of animals and plants.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them., making observations and drawing pictures of animals and plants.

Understand the important processes and changes in the natural world around them, including seasons and changing states of matter

Explore the natural world around them., making observations and drawing pictures of animals and plants.

Spring Term/ Term 2

2 to 3 Years-

Begin to explore materials with different properties.

Explore and respond to different natural phenomena in their setting and on trips

Pre School-

Explore how things work.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Reception-

Recognise some environments that are different to the one in which they live.

Similarities and differences between the natural world around them and contrasting environments, 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.

Understand that some places are special to members of their community.

Describe immediate environments
Similarities and difference between different religious and cultural communities

Explain similarities and differences between life in this country and life in other countries.

Draw information from a simple map.

Summer Term/ Term 3

2 and 3 Years-

With adult support make connections between the features of their family and other families.

Notice differences between people.

Pre-School-

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Reception-

Explore the natural world around them.

Draw information from a simple map.

Similarities and differences between the natural world around them and contrasting environments

Understand the important processes and changes in the natural world around them, including seasons and changing states of matter

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Early Learning Goal- Understanding The World

ELG: Past and Present

- 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

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- 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: Next steps (Year 1 National Curriculum)

Science: Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment performing simple tests
- Identifying and classifying
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answer questions

Science: Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

(End of Key Stage 1)

Science: Animals including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

(End of Key Stage 1)

Science: Everyday materials

- 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

Science- Seasonal change

- Observe changes across the four seasons
- Observe and describe weather associate with the seasons and how the day length varies

(End of Key Stage 1)

Understanding the World: Next steps (Year 1 National Curriculum)

Computing

- 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
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- 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

(End of Key Stage 1)

Geography- Location Knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geography- Place Knowledge

- 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

(End of Key Stage 1)

Geography-Human and Physical Geography

- 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
- Use basic geographical vocabulary to refer to:
 - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geography- Geographical Skills and Field Work

(End of Key Stage 1)

Understanding the World: Next steps (Year 1 National Curriculum)

Geography- Geographical Skills and Field Work

- 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
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment

(End of Key Stage 1)

History

- Changes within living memory.
- 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.
- Compare aspects of life in different periods
- Explore significant historical events, people and places in own locality

(End of Key Stage 1)