



St. George's Catholic Primary School



EYFS Understanding the World Progression of Knowledge & Skills

Statutory Guidance from the EYFS Framework for Understanding the World:

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.

This document maps out the progression of Knowledge and Skills for Comprehension, Word Reading and Writing for children at St. George's Catholic Primary School. Knowledge and Skills for 2-3 years old children have been included throughout to help staff to meet the children where they are developmentally, as we know that not all children progress at the same speed and some children may still be working at this level when they join us in Nursery.

Understanding the World Early Learning Goals:

Past and Present ELG:

- 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.

People Culture and Communities ELG:

- 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.

The Natural World ELG:

- 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.

PAST & PRESENT

Progression of Knowledge and Skills

2-3years - Nursery

Children will: begin understanding time in everyday life, making connections between their experiences and the idea of change.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Recognise familiar routines, such as snack time, nap time, home time. *Use simple language about time: “now”, “later”, “soon”. *Talk about what they are doing in the moment. *Begin to recall something that happened earlier in the day. *Understand that their day has a sequence (e.g. breakfast – nursery – home).	*Recognise and name family members. *Look at and talk about family photos or familiar adults. *Begin to notice that people have changed, e.g. “That’s me when I was a baby”. *Recognise people in their community who help, e.g. doctor, teacher, postman.	*Notice differences between past and present, e.g. “it used to be cold, now it’s warm”. *Begin to use language like “before”, “yesterday” with support. *Recognise that things grow and change (plants, people, weather).	*Compare baby and toddler photos. *Show curiosity about how things work or grow. *Observe simple changes in plants or animals over time. *Use simple descriptive language, e.g. “bigger”, “new”.	*Recall and talk about recent celebrations, e.g. birthdays, holidays. *Use props, role-play or stories to re-enact familiar events.	*Talk about changes in their environment or routines. *Start to link past experiences with the present, e.g. “We did that before”. *Begin to express curiosity about what will happen next, “tomorrow we go park”.	*Recognise themselves and others as part of the past and present. *Understand the concept of “now” and “then” in very simple terms. *Recognise familiar people, places and objects from their own lives. *Shows awareness that life involves change. *Understand that objects and people have a history.

PAST & PRESENT

Progression of Knowledge and Skills

3 – 4 years - Nursery

Children will: build early skills in remembering, comparing and talking about change in their own lives.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
INTENT						
*Talk about themselves and their families in more detail, "I live with with...". *Recognise that family members are different ages and roles. *Recall events that have happened to them recently. "we went to the park yesterday". *Recognise that they were once babies and are growing older. *Begin to show interest in family stories or photo albums.	*Recall personal experiences from special occasions, e.g. birthdays, celebrations. *Recognise that events happen every year, e.g. "It's nearly my birthday again." *Sequence familiar events, e.g. morning routine. *Retell experiences using time order, e.g. "First we...", "then we".	*Recognise that people lived "a long time ago." *Compare past and present ways of living. *Engage with stories and images from the past. *Show an emerging curiosity about how life used to be different.	*Observe and talk about seasonal changes, e.g. leaves, weather. *Recall past experiences linked to seasons, "we wore coats in winter". *Begin to predict what will happen next, "soon it will be warm again". *Compare photographs of outdoor environments across seasons. *Express curiosity about how time changes the world around them.	*Describe changes in themselves and others, "I'm taller now", "The baby can't walk yet". *Begin to use simple language like "before", "after", "yesterday", "tomorrow". *Compare old and new photographs, noticing differences. *Understand that people and animals grow and change at different rates. *Shows curiosity about how things change, e.g. plants, weather, people.	*Talk about things that have happened and what might happen next. *Use more accurate time language. *Recall experiences from earlier in the year and link them to now, prompted by photographs. *Recognise that people, objects and places change over time. *Show understanding of simple timelines through story or photographs.	*Understand the concept of 'past' and 'present' more clearly. *Recognise that they, their family and the world around them change over time. *Know simple family history and significant events in their lives. *Recognise events that happen regularly, e.g. birthdays, holidays, seasonal changes.

IMPLEMENTATION					
Family portraits. Give time children to stand up and tell others their news (e.g. summer holidays). Looking at baby photos. Go on a leaf hunt – talk about seasonal changes – weather, leaves changing colour.	Children given time to tell news and talk about their birthdays and other celebrations (parents send in past birthday pictures). Daily timetable used to sequence and reinforce the sessions in the day. Sequence familiar events (e.g. daily timetable, getting ready for nursery – first, then, next). Children encouraged to share their memories and retell experience of starting nursery.	Share books and old photographs with children Photos of life in the past. Discussing and identifying differences. Children show an emerging curiosity about how life used to be different.	Take children on nature walks and spend time outside – encouraging them to notice the changes. Conversations with the children about seasonal changes. Discuss our Summer uniform with the children and how we used to wear coats in the winter. Carpet time sessions comparing outdoor environments in different seasons.	Discussions about our families and about how they change and we get older (e.g. height, milestones such as baby sibling walking). Use the daily timetable to reinforce language such as before, after, then... Use 'Our Learning Journey' display to talk about and reflect on what we've done through the year. Lifecycles and change – planting, growth. Cress, chicks, tadpoles, caterpillars. Children show curiosity about how things change (e.g. plants, weather, animals and people).	Give time children to stand up and tell others their news, encourage children to ask questions about others' news. Children given time to talk to others about any plans they might have in the summer holidays. Children use more accurate time language through conversations. Time language reinforced by adults throughout the day. Learning Journey display showing photos from the beginning of Nursery to the end – understanding of simple timeline of events. Recognise that people, places and objects change over

					time (e.g. pictures from start and end of nursery).	
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PAST & PRESENT Progression of Knowledge and Skills 4 – 5 years – Reception <i>Children will: build a deeper awareness of personal history, family history and how the world changes.</i>						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
*Talk confidently about themselves and their family, "When I was little...", "My baby brother can't walk yet". *Recall events from their own past with increasing detail and sequence. *Understand that they are growing and changing over time. *Recognise that everyone has their own family history and experiences. *Begin to ask questions about their own past, e.g.	*Recall events that are celebrated each year, e.g. bonfire night. *Understand that some events happened long ago and are remembered by many people, e.g. Remembrance Day. *Compare past and present celebrations. *Use time-related vocabulary, e.g. "every year", "a long time ago", "now".	Recognise that the past is different from today. *Compare old fashioned and modern roles, tools, and transport. *Begin to use "then" and "now" language to describe change.	*Understand that living things change over time. *Begin to talk about how they themselves have grown and changed. *Use sequencing language ("first it was a seed, then it grew"). *Begin to connect story events to their own experiences.	*Identify people who help them, e.g. nurse, firefighter. *Learn about how these roles have changed over time. *Notice differences in uniforms, equipment or transport. *Talk about community roles in the past through photos and stories.	*Recall and sequence key events from across the year. *Discuss how they and their environment have changed, e.g. classroom display. *Begin to predict what will happen in the future, "Next year, I'll be in year one". *Use language of time consistently and meaningfully. *Show confidence in talking about the past and making connections to the 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.

"What did I do when I was a baby?"						
IMPLEMENTATION						
*Draw pictures of themselves and talk about them. *Talk about what they would like to be when they grow up. *Talk about the people in their family and create a simple family tree. Read Love Makes a Family.	*Bonfire night – when does it happen? Why? *Remembrance Day – why do we remember? How do we behave? *Read "The Journey" by Neil Griffiths or "Mr Gumpy's Outing" by John Burningham. *Discuss how the characters travelled and where they went. *Invite children to share a personal travel memory: "We went on the bus to Nana's," "We went on a plane in the summer." *Record their statements using speech bubbles,	*Show short clips about the first moon landing (Apollo 11, 1969) and modern missions (SpaceX, Artemis, ISS). *Use side-by-side pictures: old rockets and space suits vs. modern ones. Children discuss what looks different — "Then they had big helmets," "Now rockets are faster." *Show Neil Armstrong and Tim Peake. *Create a "Then and Now" sorting chart for photos of space tools and transport. *Role play Spacesuits	*Read "A Seed in Need" or "The Tiny Seed" by Eric Carle. *Children plant their own sunflower or bean seed in clear pots. *Observe over several weeks — record changes using drawings or photos. *Introduce sequencing cards (seed → shoot → stem → flower → seed again). *Read "The Very Hungry Caterpillar." Use props or puppets to retell the story together, emphasising sequencing language: "First he was an egg... then he was a caterpillar... next he made a cocoon..."	Talk about different people who help us and show the children pictures and videos of how these roles, uniforms etc have changed over time. Children to sort photos between 'past' and 'present' Children to discuss and identify the differences and similarities.	*Sequence photos of humans at different stages in their lives. Learning Journey display showing photos from the beginning of Reception to the end.	

	display a “Where We’ve Been” map.	*Small world space scenes for storytelling.	*Create a group life cycle display with drawings and labels. *Invite children to bring or share baby photos (or teacher-provided anonymous baby pics). Compare physical changes — “I was small, now I am tall!” *Create a “Then and Now” display with self-portraits and labels. Use simple timelines with photos — baby → toddler → now.			
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PEOPLE, CULTURE AND COMMUNITIES

Progression of Knowledge and Skills

2-3 years - Nursery

Children will: develop a stronger sense of who they are, how they relate to others and their role within their family, nursery and wider community.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Understand they are unique. *Recognise their family and home. *Talk about themselves and their family. *Show awareness of themselves in photos or mirrors.	*Understand that friends are people we spend time with. *Relationships with others outside the family grow. *Show preference for certain friends. *Begin to share and take turns with support. *Show empathy.	*Recognise familiar places in their community. *Understand that people live and work in different places. *Talk about their home and places they visit. *Recognise community helpers.	*Recognise the roles of helpers in the community. *Understand that helpers keep people safe and cared for. *Can name people who help us and know what they do. *Shows an interest in different jobs.	*Understands that people celebrate in different ways. *Knows that traditions bring people together. *Talk about a celebration they know. *Join in with celebration activities. *Recognise similarities and differences.	*Understand that people are different but belong together. *See diversity as a positive within society. *Recognise differences in appearance, language and traditions. *Shows respect for differences.	*Understands “me” and “my family”. *Is building social skills and empathy. *Knows about local places and people. *Recognises people who help them. *Explores celebrations, traditions and diversity. *Appreciates differences and belonging to a wider world.

PEOPLE, CULTURE AND COMMUNITIES

Progression of Knowledge and Skills

3 – 4 years - Nursery

Children will: explore their own identity, understand relationships, recognise diversity, and begin to appreciate the wider world.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Understand that they are part of a family and community. *Know that families can be different shapes and sizes. *Talk about themselves and their family – TKYMC. *Use language to describe relationships.	*Understand that people celebrate in different ways. *Understands that traditions and festivals are part of culture. *Joins in cultural celebrations with enthusiasm. *Talks about festivals that they know.	*Recognise feelings in themselves and others. *Show empathy and concern. *Use language to express feelings. *Cooperate with peers more consistently.	*Understand and talk about how people are different unique. *Shows respect for differences. *Talks about what makes them and others special. *Joins in with group activities.	*Begin to show care and concern for living things such as plants and animals. *Start to understand that we need to care for the environment, looking after plants and animals. - Talk about how we can look after the natural world (e.g. watering plants, feeding pets).	*Recognises places in their community. *Know about people who help us in greater detail. *Talks about the local environment. *Understand jobs and the reason why people work. *Recognise diversity in jobs and roles. *Names a range of jobs and describes what people do. *Show interest in different roles.	*Has a greater sense of identity and belonging. *Recognises people and places in the local community. *Knows about jobs and people who help us. *Has a cultural awareness of celebrations, traditions and diversity. *Is respectful and inclusive of others.
IMPLEMENTATION						
Family portraits on display wall. Self-portraits.	Learn about different celebrations, Hanukkah, Christmas, Bonfire	Discussions and stories about feelings, emotions, conflicts etc.	Carpet time discussions about differences between us and talking about what makes us special.	Science observation activities, daily observations, plant growth, weather changes.	Class to go on the circular Maghull bus that drives in a loop around the town.	

Children look in mirrors – notice features of their appearance and compare to others. Discussions about children being part of our class family. Families can be different shape and sizes – looking at other children's families. Use of a daily visual timetable. Nature walks – observe the world around them.	Night, Birthdays through stories. Remembrance Day – poppies Getting ready for Christmas Walk to the Post-box to post letters to Father Christmas	Through play and children will learn how to co-operate with peers more consistently. Discuss ways we can show thanks (Celebration of the Word).	Books and stories with diverse characters in. Shared garden activities (e.g. weeding, clearing leaves)	Questions such as 'how does this work?' and 'why do you think that happens?' Observing changes in caterpillars, tadpoles, chicks and cress. Discuss how things grow and what they need to grow. Children help with looking after the chicks in class.	Children to identify and talk about different places they saw. Teaching children about different jobs. Roleplay of different jobs in play provision. Doctors, Nurses, Dentist, Firefighters, Police etc Visitors from people in different jobs. Story-based inquiry and encourage questions such as 'how did the doctor help the sick child?'	
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PEOPLE, CULTURE AND COMMUNITIES

Progression of Knowledge and Skills

4 – 5 years - Reception

Children will: develop a strong sense of identity, an understanding of diversity and a respect for different cultures and communities.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
*Understand themselves as part of a family, community and wider world. *Recognise and talks about similarities and differences between people. *Uses descriptive language to talk about themselves and others. *Talks about themselves, their family, likes and dislikes. *Identifies places and people in their local community and enjoys talking about them.	Learn about and compare different celebrations and traditions (Diwali, Christmas, Bonfire Night, Hanukkah). *Show curiosity about how other people live and celebrate. *Recognise that people's beliefs and customs may be different from their own. Understands that people belong to different communities. *Knows that respect for difference is important. *Talk about special family traditions and events.	Explore maps and globes to locate familiar places (the UK, other countries). *Talk about different environments (city, beach, countryside, forest). *Compare ways of life around the world — homes, food, clothes, weather. *Begin to understand environmental responsibility (recycling, caring for animals).	*Show care and concern for living things (plants, pets, caterpillars). *Understand that humans and animals need food, water, and care to survive. *Talk about ways people look after the natural world. Destroying habitats, deforestation.	*Identify and talk about people who help us (nurse, firefighter, postal worker, dentist). Discuss how they support communities in different ways. *Understands that jobs are varied and important. *Can name a range of jobs and describe responsibilities. *Show's curiosity about peoples work and asks questions. *Begin to ask and answer "how" and "why" questions about real-world events.	*Revisit and consolidate understanding of families, cultures, and communities. *Show curiosity about the world beyond Reception — Year 1, new teachers, new friends. *Express confidence and positivity about transitions and change.	*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,

IMPLEMENTATION						drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
*Look at myself in a mirror. What is special about me? *Look at photographs of the local area. *Discuss the different people in our community and the jobs they do. How do they help us? – Provide role play. *Look at maps of where my school is. *Talk about your journey to school what do you pass? Who do you see?	Diwali – make Rangoli patterns, Diya lamps out of clay and read Binny's Diwali. See Drawing Club work. Christmas – does everybody celebrate Christmas? How do you celebrate? What is Hannukah?	Read Rosie's Walk and We're Going on a Bear Hunt. Use large paper or floor mats to draw simple maps of the local area or "My Journey to School." Label key features — house, park, road, shop, school. Add toy cars or figures to act out journeys. Encourage talk: "First I go past the park, then I turn at the shop." Have books in the reading area from other cultures and communities. *Encourage conversations: "Some people live near the sea," "Some live in tall buildings." *Introduce simple globe or map exploration: "Where do you think this house might be?" Display a world map or UK map. Invite	See above P&P and NW below. Looking after our caterpillars. Learn about how we look after animals. Plant a seed and take care of it. Talk about our pets Discuss healthy eating and oral health for humans Learn about how we can look after the natural world.	People who help us – invite people into school from the local community.	Transition based activities. See P&P above and NW below.	

		children to mark where they or relatives have lived, visited, or come from. Talk about differences — “That’s far away,” “It’s hot there,” “They have different houses.” Learn about recycling and the types of things that we should recycle.				
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THE NATURAL WORLD Progression of Knowledge and Skills 2-3years - Nursery <i>Children will: begin to notice, explore and enjoy the world around them using all their senses.</i>						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Notice and name familiar natural objects, e.g. trees, leaves, sky. *Understand that we live in a world with plants, animals, and weather. *Uses senses to explore natural materials.	*Notice and talk about weather changes. *Recognise clothing linked to weather. *Begin to talk about how the weather feels. *Explores puddles, frost and wind.	*Notice plants growing and changing. *Understand that plants need light and water to grow. *Begin to care for plants by watering them. *Use simple language about growth, "big", "small", "grow".	*Recognise common animals and the sounds they make. *Begin to understand that animals live in different places. *Show care and concern for living things. *Match animals to their homes, e.g. bird-nest, fish-pond.	*Notice how natural materials can change, wet/dry, hard/soft. *Begin to understand that water and sand behave differently. *Use hands and tools to explore natural textures. *Talk about what happens when things mix or change.	*Begin to recognise simple environmental care, e.g. tidying up, not littering. *Understand that we share the world with others. *Begin to make choices that care for the environment. *Talk about keeping our world "nice and clean".	*Use simple descriptive words for the natural world, e.g. "big tree", "cold wind." *Notice changes in weather, plants and animals. *Show curiosity and care for living things. *Engage in sensory exploration of natural materials.
THE NATURAL WORLD Progression of Knowledge and Skills 3 – 4 years - Nursery <i>Children will: explore living things, materials and the changing environment as they learn how living and non-living things grow, change and interact.</i>						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Begins to name and describe features of the natural environment.	*Notices seasonal changes in plants, trees and weather.	*Notice how materials behave, float/sink, melt/freeze.	*Recognise that animals live in different places and have different needs.	*Understand that plants grow from seeds and need water, light and soil.	*Understand that people can help or harm the environment.	*Talk confidently about what they see in nature and how things change.

*Understand that different places have different natural features. *Use talk to describe what they see, hear and feel outside. *Show curiosity by asking simple “what”, and “why” questions.	*Know that some animals change or hide in winter. *Talk about weather using descriptive language, “cold”, “windy”, “snowy”. *Begin to make connections between the weather and what people/wildlife do.	*Begin to understand simple natural processes like rain and wind. *Use exploratory play to test ideas, “What happens if...?” *Use tools and senses to explore natural materials.	*Begin to group animals by where they live, e.g. farm, sea, jungle.	*Notice change over time, buds, flowers, leaves. *Begin to predict and describe changes, “it’s growing taller!” *Care for plants and talk about what they observe. *Show care and concern for living creatures. *Use observation to notice similarities and differences.	*Begin to understand recycling and looking after living things. *Begin to make simple choices that care for the world, watering plants, not wasting water. *Talk about how to look after animals and nature.	*Show care and curiosity about living things and environments. *Begin to understand basic life cycles and natural processes. *Ask questions and make predictions about the natural world. *Use increasingly specific vocabulary, e.g. “melting”, “growing”, “raining”, “smooth”, “spiky”
IMPLEMENTATION						
Nature walks spotting signs of autumn and changes within our natural environment. Open-ended questions to encourage children to talk about what they hear, see and feel.	Daily weather observations encouraging children to talk about what they notice. Find and collect natural objects to explore.	Investigation station – tools and materials for open ended exploration. Encourage children to observe and talk about materials and their use, using questions and modelling vocabulary e.g.	Continue weather observations. Nature walks encouraging children to observe and look closely for detail, modelling descriptive language. Take photographs and encourage mark	‘Living Eggs’ experience – chicks. Observing caterpillars in class. Books and songs linked to life cycles – ‘The Very Hungry Caterpillar’. Walks to the pond to observe tadpoles	Continue weather observations. Encourage children to observe outdoor areas for changes e.g. birds building nests, flowers blooming and insects and butterflies visiting the garden.	

Children collect leaves and other natural objects to sort, compare and talk about.		'what could this be used for?'	making to record observations.	and frogs – lifecycle of a frog. Model and encourage children to talk about what they notice e.g. 'when it rains, the grass gets wet.' Discuss simple growth and change e.g. 'the seed grew into a plant', 'the caterpillars changed into butterflies.' Encourage small, positive actions to look after our world e.g. picking up litter, weeding, watering plants.	Discuss changes in the environment over the year e.g. 'the tree has more leaves now than in winter.' Children can draw observations to compare with previous season displays. Observe plants / trees that they have been tracking through the year. Children use photographs on 'Our Learning Journey' display to talk about and compare changes.	
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THE NATURAL WORLD

Progression of Knowledge and Skills

4– 5 years - Reception

Children will: observe closely, describe, question and begin to explain natural processes- developing respect and responsibility for the environment.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
*Begin to observe and talk about features of their immediate environment. *Notice and describe seasonal changes in Autumn (weather, leaves, clothing). *Use simple vocabulary to describe what they see, hear, and feel outside.	*Identify and describe how the natural world changes through seasons. *Understand that animals adapt or migrate during winter. *Observe and describe changes over time, weather, leaves, light. As Autumn turns to Winter. Explore light, dark and shadows through play and investigation. Use senses to explore natural materials (frost, ice, leaves). *Use vocabulary: “frozen”, “melt”, “decay”, “hibernate”.	*Describe contrasting environments — hot/cold, wet/dry, rural/urban. *Talk about weather patterns and how they affect living things. *Explore natural materials from different places (sand, shells, stones). *Understand that human activity affects the world around us.	*Observe plants and animals closely, noticing features and changes. *Talk about what living things need to grow (sunlight, water, warmth). *Explore life cycles of plants and animals (frog, butterfly, seed). *Notice and describe Spring changes — buds, nests, weather warming. *Use early scientific vocabulary like “root”, “stem”, “leaf”.	*Explore materials and tools used by community helpers (hoses, stethoscopes, scissors, uniforms). *Observe and test materials for different properties (hard, soft, stretchy, waterproof). *Talk about how materials are chosen for a purpose.	Observe Summer changes — longer days, warmer weather, animal life. *Understand how humans can protect the environment: reduce, reuse, recycle. *Discuss how environments and habitats change through the year. *Revisit key scientific concepts — growth, decay, and the cycle of life. *Show sustained curiosity about the natural world and environmental care.	*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.

IMPLEMENTATION					
*Identify and label main parts of the human body in small groups. Discuss how different body parts have different functions (senses). *Adults model scientific vocabulary to describe what they notice about bodies and our senses. *Look at x-rays Understand that bodies have bones, muscles, and skin. *Read stories about people with different physical abilities (Dan & Diesel) *Autumnal walk around the school grounds – what do you notice? What can you find?	*Explore the weather. Go outside during frosty mornings/ rainy days/ snowy days. Compare each experience. What do we wear? Why? How do we feel? Adults model vocabulary. Give children a range of frozen items to try and free. Encourage curiosity and model vocabulary. *Play with torches. *Shadow scientists (Sunny day!) *Read Can't You Sleep Little Bear? Discuss fears and how we might feel safe at night. *Light Investigation Station.	Teach children about different weather types. See PCC above	Go on a seasonal walk — look for buds, blossoms, or insects. *Encourage talk about change: “What was it like in Winter?” “What do we see now?” Collect natural items to make a “Spring Changes” collage. *Use magnifiers to look closely at buds and shoots. *Read The Very Hungry Caterpillar & The Tiny Seed (See above P&P for activities)	* Set up baskets with items from different professions: • Firefighter: small hose, gloves, helmet • Doctor/Nurse: stethoscopes, bandages, face masks • Construction worker: safety goggles, tape measure, toy hammer • Hairdresser: combs, scissors (child-safe), clips • Chef: apron, wooden spoon, whisk *Explore each item. Sort by material (metal, fabric, plastic, rubber). Discuss textures and properties (“This helmet is hard... why?”) *Create a simple testing area with materials: Cotton, felt, cling film, foil, plastic, rubber	Teach the children about recycling and about how we can protect our planet. Make suggestions about how to look after the planet. Talk about Seasons and change throughout the year and about how this impacts environments, animals and their habitats. Also see P&P and PCC above

*Leaf rubbings with crayons. Leaf prints with paint. Make leaf crowns and leaf wands. *Some trees lose their leaves in Autumn (deciduous) and some trees don't (Evergreen)				gloves, sponge, paper towel Provide droppers or spray bottles with water. "Which material would make the best raincoat for a firefighter?" "Which one keeps the water out?" *Give children magnets and ask them to explore: Which community tools are metal? (scissors, tweezers, keys, stethoscope parts) Which are not? (gloves, uniform, hose) Why do some tools need to be strong? Why metal? *Take children outside to hunt for: Hard vs soft, Natural vs man made, Waterproof vs not. Link back to community helpers: "What materials outside remind you of tools firefighters/doctors use?"		
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The Reception Year provides the foundation for skills the children will build upon in Year one.

Y1 Progression & Expectations:

<u>Science</u>	<u>Geography</u>	<u>History</u>
The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. 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. 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	The Geography National Curriculum (2014) states that... Location Knowledge: 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. 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. 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. Geographical Skills and Fieldwork: 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 to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise	The History National Curriculum (2014) states that... Changes within living memory: Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell .

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. 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. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.	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 their school and its grounds and the key human and physical features of its surrounding environment.	Significant historical events, people and places in their own locality.
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