

**Understanding the World Progression of Skills and Knowledge
People and Communities**

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Is interested in photographs of themselves and other familiar people and objects Enjoys stories about people and nature and is interested in photographs of themselves with these Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background Beginning to have their own friends 	<ul style="list-style-type: none"> In pretend play, imitates everyday actions and events from own family and cultural background Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from others Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoor Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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.
Key vocabulary				
Key visitors / visits / experiences		Visits from paramedic, policeman, fireman Watch Reception Nativity	Diwali Dance workshop Bonfire Christmas Nativity performance to parents Visit to Wymering Church	
What is this the foundation for?	<p>In year one children will:</p> <ul style="list-style-type: none"> In History, Year 1 will develop an awareness of the past, using common words and phrases to describe the passing of time. In RE, Year 1 will learn about Christianity. They will explore and retell the Christian creation story and remember some of the Christmas story, explain that Jesus is special to Christians, retell a time when Jesus showed friendship. Recall the events of Palm Sunday <p>In Judaism Talk about how Jewish people celebrate the Shabbat. Explain why we should be kind with reasons. Discuss why Christians believe God gave Jesus to the world. Suggest the most and least important things Jewish people do that God asks them to do. Offer my own opinion about the empty tomb on Easter Sunday. Explain how Diwali might bring a sense of belonging to Hindus. Use creative ways to express their own ideas about the creation story</p> <p>Ask some questions about believing in God and offer some ideas of their own</p>			

**Understanding the World Progression of Skills and Knowledge
The World**

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4 – 5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking Remembers where objects belong Matches parts of objects together Can talk about some of the things they have observed such as plants, animals, natural found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks 	<ul style="list-style-type: none"> Notices detailed features of objects in the environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment Developing an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Begin to understand the effect their behaviour can have on the environment Developing an understanding of growth, decay and changes over time Looks closely at similarities, differences, patterns and change in nature Shows care and concern for living things and the environment Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes 	<p>The Natural World</p> <ul style="list-style-type: none"> 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.
Key vocabulary		body parts	light, dark, night, daytime, hibernation, environment, senses, woodland, habitat, hot, cold, fruit and vegetables, teeth, healthy, unhealthy, exercise, growth, change, seeds, plants, lifecycle, hatching, natural, manmade, wood, plastic, metal, fabric, glass, hard, soft, rough, smooth, shiny, dull, waterproof	
Key visitors / visits / experiences	Transition visits to Butterflies Walk to school pond	Transition visits to Reception Hatching Caterpillars Visit to Porchester Castle Visit to Garden Centre Walk to Park	Seasonal walks Bonfire experience Hatching chick eggs Trip To Staunton Country Park (farm animals) Walk in the local area Watercress Line trip	
What is this the foundation for?	<p>In year one children will:</p> <ul style="list-style-type: none"> In Science, Year 1 will identify and name a range of common plants and animals. They will identify and name a range of materials. They will compare and group materials based on their physical properties. In Geography, Year 1 will develop their knowledge of the World, The UK and their locality. They will develop their Geographical skills to use maps, Atlases and globes. They will use simple fieldwork to study the Geography of the school and local area. 			

**Understanding the World Progression of Skills and Knowledge
Technology**

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4 – 5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action to several times Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them Seeks to acquire basic skills in turning on and operating some digital equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car Plays with water to investigate “low technology” such as washing and cleaning Uses pipes, funnels and other tools to carry/ transport water from one place to another 	<ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Knows how to operate simple equipment, eg turns on CD player, uses a remote control, Can navigate touch-capable technology with support Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet 	<ul style="list-style-type: none"> Can create content such as a video recording, stories, and/or draw a picture on screen Uses ICT hardware to interact with age appropriate computer software Completes a simple program on electronic devices Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can create content such as a video recording, stories, and/or draw a picture on screen Can use the internet with adult supervision to find and retrieve information of interest to them 	N/A
Key vocabulary	Button, flap, on, off, wind up, pull back, Technology equipment in house – e.g. washing machine	Button, screen, computer, photograph, camera, video, remote control, tablet, technology equipment in home and school e.g. Interactive whiteboard	choices, internet, website, equipment, buttons, movement, screen, mouse, images, keyboard, technology, laptop, camera, computer, interactive, photograph, video	
Key visitors / visits / experiences	Water / sand play including pipes and funnels	Interactive whiteboard	Beebots Interactive Whiteboards Tablets	
What is this the foundation for?	In year one children will: <ul style="list-style-type: none"> Name parts of a computer Identify technology at home Learn to type on technology Use software, such as paint Program beebots Learn to group data 			

