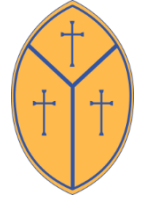




Cookridge Holy Trinity C of E Primary School – EYFS Progression



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.

Prior Learning (Development Matters 3-4)

- Use all 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.
- Explore how things work.
- 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.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.

Reception – Autumn 1	Reception – Autumn 2	Reception – Spring 1	Reception – Spring 2	Reception – Summer 1	Reception – Summer 2
<p>Past and Present</p> <p>To begin to talk about own life-story/experiences (using past tense).</p> <p>To begin to explore how you change/grow over time. (life cycle of human)</p> <p>To know about significant figures from the past. (Mary Seacole and Dr Mae Jemison)</p>	<p>Past and Present</p> <p>To begin to explore similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (The First Christmas)</p> <p>To explore how transport has changed over time.</p>	<p>Past and Present</p> <p>To talk about their personal past.</p> <p>To create a timeline of their personal past, using vocabulary to order events chronologically.</p> <p>To begin to understand that things happened before they were born (events beyond living memory).</p> <p>To use vocabulary linked to the past.</p> <p>To know that dinosaurs existed before humans.</p> <p>To know that humans use fossils to inform us about the past.</p> <p>To begin to compare life now to life in the stone age through texts.</p>	<p>Past and Present</p> <p>To explore similarities and differences between now and the past through setting, characters and event encountered in books read.</p> <p>To visit a historical place of importance. (Temple Newsam)</p> <p>To know that traditional tales have been told and re-told for many years.</p>	<p>Past and Present</p> <p>To use photographs to comment on and discuss changes over time.</p> <p>To explore how technology has changed/developed overtime and the impact this has had.</p> <p>To begin to compare aspects of life in different periods of time e.g. farming.</p>	<p>Past and Present</p> <p>To know about the past through settings, characters and event encountered in books read in class and storytelling.</p> <p>To ask questions about the past and comment on similarities and differences between the past and present.</p>

People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities
<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>To know about different family structures.</p> <p>To know that name of the town we live in.</p> <p>To describe features of their immediate environment through observations.</p>	<p>To know that there are many countries around the world.</p> <p>To know we live in the UK.</p> <p>Compare similarities and differences between life in this countries and life in other countries.</p> <p>To explore family links to other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>To draw information on a simple map.</p> <p>To learn and use vocabulary linked to human and physical features.</p> <p>To know that there are many different religions.</p> <p>To simple recall what happens when infants are welcomed into a religion including a Christian baptism and other religions.</p> <p>To retell religious stories and make connections to their own experiences.</p>	<p>To compare and contrast environments, cultures and characters through stories.</p> <p>To recognise some environments that are different from the one in which they live. Observe similarities and differences.</p> <p>To begin to understand similarities and differences between life in this country and life in other countries.</p> <p>To know that people in other countries may speak different languages.</p>	<p>To compare environments and how this impacts way of life e.g. compares farming in this country to farming in other counties/climates.</p> <p>To draw information from a simple map, noticing symbols and beginning to understand their meaning.</p> <p>To know the difference between human and physical geography and begin to identify these within their immediate environment.</p> <p>To learn and use vocabulary linked to human and physical features.</p>	<p>Describe environments observed through first hand experience, observation, stories and maps.</p> <p>To learn and use vocabulary linked to human and physical features.</p> <p>To know the importance of looking after the environment.</p> <p>To understand that religions have special places of worship and name and identify some of these sacred places.</p> <p>To become familiar with the world map.</p> <p>To identify land and oceans on world map.</p> <p>To know that the earth is made up of continents and oceans.</p>

The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World
<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environment.</p> <p>To observe the natural world around them, noticing and describing signs of Autumn.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>To begin to observe process and changes to the natural world, including changing states of matter (melting)</p> <p>To ask questions about the natural world around them.</p> <p>To observe changes to their environment, seasonal, weather etc.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>To observe and comment on the changes to their immediate environment (winter).</p> <p>To know features of their immediate environment and how it compares to other environments.</p> <p>To know that animals have changed over time.</p> <p>To begin to understand vocabulary such as extinct and endangered.</p>	<p>To observe and comment on the environment changes to environment during spring.</p> <p>To observe and draw plants.</p>	<p>To identify and name many animals.</p> <p>To learn about the life cycle of different animals.</p> <p>To closely observe plants and understand how to care for growing plants.</p> <p>To plant a seed and observe the changes.</p> <p>To observe and draw animals.</p> <p>To have first-hand experience of animals and plants e.g. visit to a farm.</p> <p>To ask questions about the natural world.</p> <p>To understand where food comes from.</p> <p>To compare environments and how this impacts way of life e.g. compares farming in this country to farming in other countries/climates.</p>	<p>To observe changes to the natural world during summer.</p> <p>To compare different habitats.</p> <p>To understand the importance of looking after the environment.</p> <p>To explore the natural world around them – floating.</p>

Early Learning Goals	Cookridge Holy Trinity – Curriculum Goals
<p><u>ELG: Past and Present</u></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 difference 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 story-telling. <p><u>ELG: People, Culture and Communities</u></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 life in this counting and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observation and drawing pictures of animals and plants. • Know some similarities and difference 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. 	<p><u>To become an Explorer</u></p> <ul style="list-style-type: none"> • To show curiosity about the natural world around us. (including animals, environment, seasons) • To make observations about the world around us. • To understand how to read and draw a simple map. • To gain an understanding of the past and how it is different to now. • To explore similarities and differences between life in this country and other countries; including different environments. <p><u>To become a Citizen</u></p> <ul style="list-style-type: none"> • To look after the community and care for the environment. • To know why Yorkshire is special. • To understand different roles in society including people that help us. • To have a deep understanding of different religious and cultural communities. • To embed good morals and values (see Christian values attached).

Future Learning – Year 1

Science

Working Scientifically

During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.

- 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 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.

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 Change

Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.

Locational 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.

Place Knowledge

• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

Human and Physical Knowledge

- 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.

Use basic geographical vocabulary to refer to:

- Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

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 studies at this key stage.
- Use simple compass directions (North, South, East, 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 their school and its grounds and the key human and physical features of its surrounding environment.

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- 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 (for example, 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. (For example, 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.)
- Significant historical events, people, places in their own locality