



Progression of learning/skills in the area of Understanding of the World

Learning	Nursery skills	End of Autumn Term:	End of Spring Term	End of Summer Term	ELG	Essential Learning Skills / Prior to Year 1
RE – Lighting the Path Kapow	<p>Can talk about my family, community and wider experiences.</p> <p>Use the past tense when talking about things from the past (does not need to be accurate)</p> <p>Talk about things in our immediate past</p> <p>Talk about the people in our families</p> <p>Sequence key events</p> <p>Sequence a story/event (3 parts)</p>	<p>Talk about members of their immediate family and community Name and describe people who are familiar to them. (Peek into the Past My life timeline. Adventures through time My family tree)</p> <p>Talk about the changes that have happened as Autumn has progressed e.g. the leaves were on the trees and now they are all on the floor and it's getting colder.</p> <p>Recognise and talk about the Nativity Story and why that has led to our future.</p>	<p>Talk about what we like doing with our special people</p> <p>Identify special people who help us in our community and explain how they help us e.g. Police Officers and Doctors</p> <p>Make comparisons between transport used now and in the past Discuss Chinese traditions and how the lunar new year was discovered.</p> <p>Comment on images of familiar situations in the past.</p> <p>Peek into the Past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about how we have changed and grown over time</p> <p>To begin to understand the concept of generations.</p> <p>Make comparisons between ourselves as a baby, toddler and child</p> <p>To recognise special achievements.</p> <p>Sequence and explain the life cycle of a caterpillar</p>	<p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Chronology Understand simple chronology e.g. times of the day and the difference of time Comparing similarities and differences between ways of life</p> <p>Understand what the past is and that changes happen over time Changes within living memory Know own personal timeline and journey e.g. throughout reception and in life</p> <p>Events beyond living memory Bonfire night, The Nativity Story, Remembrance day.</p> <p>Significant individuals Know some significant people from the past and</p>

						in the present and the special events that are linked to them
People, Culture and Communities	<p>Can talk about my family, community and wider experiences.</p> <p>Ask other people questions</p> <p>Talk about times that are special to us (celebrations) e.g. birthdays, Christmas, weddings etc.</p> <p>Talk about places that are special to us</p>	<p>Know that our school is called St. Anne's RC Primary School</p> <p>Talk briefly about our route to school and how we get there</p> <p>Know that the town that we live in is called Blackburn</p> <p>Know that the country that we live in is called England</p> <p>Use a simple map of the classroom and outdoor area to locate a special object</p> <p>Identify areas within school e.g. the hall, the classroom, the toilets and the outdoors</p> <p>Using photographs as prompts, talk about places that are special to us /our community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Lighting the Path - Covenant Creation</p> <p>Start of year Mass</p> <p>Baptism</p> <p>Harvest Mass</p> <p>Islam</p> <p>Advent</p> <p>Advent Mass</p> <p>Christmas Mass</p> <p>Nativity</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Reconciliation</p> <p>Epiphany Mass</p> <p>World Religion Day</p> <p>Judaism</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Pentecost</p> <p>Adventures through time</p> <p>Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements</p>	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>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</p>	<p>Locational knowledge: Know the town where we live and what our school is called</p> <p>Place knowledge: Compare similarities and differences for human and physical geography</p> <p>Human and physical geography: Identifying changes in weather, seasons and key features of different places</p> <p>Geographical skills and fieldwork: Use observation skills and fieldwork to find key features of our classroom and outdoor area using a map</p> <p>Collaboratively make and use a map</p>
The Natural World	<p>Understands the need to respect and care for the natural environment and all living things.</p> <p>Talk about what we see, hear and feel outside</p>	<p>Exploring our immediate environment, noticing the weather and creating weather charts.</p> <p>Our bodies and our senses.</p> <p>Draw information from a simple map. (Exploring Maps Exploring maps through discussion, story-telling,</p>	<p>Explore similar materials –explore the texture of materials – soft, smooth, bumpy, rough.</p> <p>Explore bird feeders – what factors need to be included.</p> <p>Begin to understand what animals need to survive e.g. food, water, warmth etc</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Observation of plants and animals including their life cycles.</p> <p>Exploring diverse global environments, comparing them to</p>	<p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences</p>	<p>Working scientifically: Make observations using all 5 senses in first hand practical experiences, ask own questions and begin to make predictions and</p>

	<p>Identify natural things e.g. clouds, plants, soil, the sky etc.</p> <p>Talk about the weather and temperature outside</p>	<p>games and creative activity Our school from above.)</p> <p>Describe what they see, hear and feel whilst outside. Creating a journey of sticks Autumn changes</p> <p>Explore the natural world around them. Weather Seasons – link with seasonal food and change in states (Pumpkin soup and Runaway Chapatti)</p>	<p>Match items depending on their materials – wood, glass, metal, paper, plastic.</p> <p>Outdoor Adventures Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.</p>	<p>local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.</p> <p>Weather safety, different climates around the world. Children contrast their immediate environment to environments around the world.</p> <p>Know all 5 of our senses and the body parts we use for them</p> <p>Use topic related vocabulary in conversation</p> <p>Using pencils and crayons to draw natural objects and living things with increasing detail</p> <p>Name all 4 seasons</p> <p>Sequence and explain the life cycle of a creature</p> <p>Begin to talk about what a plant needs to survive</p>	<p>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>	<p>group Plants: Observe changes over time through seasons and plants growing in our environment</p> <p>Animals, including humans: Name and understand that animals live in different habitats and climates</p> <p>Everyday materials: Name some materials and describe simple properties specifically water proof and non-water proof</p> <p>Seasonal changes: Observe changes e.g. daily weather chart</p>
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