

St Edmund's and St Thomas' Primary School EYFS UW Knowledge and Skills Progression Map

Understanding the World		Nursery	Reception	KS1 Links
<p>NB. Throughout the year, as the seasons change, the children will observe first-hand the effect of changing seasons on the natural world around them and describe what they see, hear, and feel using their senses in hands on exploration- cookery, creative area, garden, messy play area etc. Staff enrich and widen the children's vocabulary, within the context of understanding the world, daily in context to deepen the children's understanding and knowledge and support later reading comprehension. We provide activities and experiences for our children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, farmers, police and firemen. As a school community, we have close links with our parish church and support those in our community and world that are less fortunate than us.</p>				<p>Describe memories that have happened in their own lives.</p>
Past and Present	Knowledge and Skills	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Orally retell stories made up and familiar in sequential order.</li> <li>• Talk about past experiences using Tapestry i.e. videos and photos uploaded by their families of celebrations, holidays etc as prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Sequence events that are close together in time.</p> <p>Use stories or accounts to distinguish between fact and fiction.</p>
	Vocabulary	family, change, growth, baby, toddler, child, adult, yesterday, today, tomorrow, breakfast, lunch, dinner, first, next, after, before, good morning, good afternoon. Once upon a time, a long time ago, They lived happily ever after.	past, present, change, time, timeline	Recognise some similarities and differences between past and present.
	How it is covered	<p><b>We are Family! Myself</b>– What did look like when I was a baby? Guess the baby game. What can babies do? What can I do?</p> <p>Practitioners spend time with children talking about what their parents told them about their life-story and family using a class a class floor book filled with photos of their families and things they have done in nursery and with their family. Staff model and use the language of time during conversations and play. During play, when appropriate, staff help children make links with their own experiences by talking about what it was like for them when they were young by bringing in photos and toys.</p>	<p><b>Autumn</b> – Talk about the lives of the people around them and their roles in society- e.g office staff, lollipop man</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class- part of transition relating to own experiences- past was nursery, present is Reception</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. E.g Peepo, Master Bun The Bakers Son, Mrs Wobble The Waitress by Janet and Allan Alhberg.</p> <p>Looking at artefacts, curiosity cube, e.g a typewriter , what is it? Why doesn't it plug in etc...</p>	
People, Culture and Communities	Knowledge and Skills	<ul style="list-style-type: none"> <li>• Show an interest in different occupations and recognise people who can help them – emergency services etc.</li> <li>• Continue to develop positive attitudes about the differences between people. (See book list)</li> <li>• Know that there are different countries in the world and talk about differences they have seen or experienced. (link to journeys).Knows what a map is used for (link to pirates)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p>Talk about members of their immediate family and community</p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them</li> <li>• Draw information from a simple map. Use a simple key and add features to a map</li> <li>• Understand that some places are special to members of the community</li> </ul> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Understands that there are similarities and differences between people.</p> <p>Can recognise, name and describe religious places.</p> <p>Describes the main beliefs of a religion.</p>
	Vocabulary	jobs, differences, similarities, house, flat, mud hut, countries, world, land, sea, map, up, along, past, around, in, towards.	Similar, different, country, world, map, globe, religion, belief, community, celebration, family	
	How it is covered	<p>Parents and people in the community are invited to visit from a range of occupations and talk about their role.</p> <p>Resources reflect the diversity of life in modern Britain.</p> <p>Through stories and a diverse range of props i.e. nursery floor book, small world play,</p>	<p>We look at similarities and differences in traditions and celebrations within our own cultures and others using artefacts , non –fiction books, ICT, story, photos.</p> <p>The children are introduced to the concept of Liverpool being a port.</p>	Describes the main festivals of a religion

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		<p>songs and rhymes practitioners encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Staff talk positively about different appearances, skin colours and hair types and answer the children's questions, encouraging discussion.</p> <p>Planned themed events and experiences to celebrate and value cultural, religious and traditional events.</p>	<p>Locate Liverpool on the map. Name the River Mersey and The Irish Sea</p> <p>We explore stories from around the globe and discuss similarities and differences –On Sudden Hill – Looking at different homes around the world</p>	
The Natural World	Knowledge and Skills	<ul style="list-style-type: none"> <li>• Use their senses to practically explore natural materials</li> <li>• Explore collections of materials with similar or different properties</li> <li>• Talk about what they see in their own environment (school/home) using a wide vocabulary</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. <ul style="list-style-type: none"> <li>• Plant seeds and take care of plants</li> </ul> </li> <li>• Understand the key features in the life cycle of a plant and an animal <ul style="list-style-type: none"> <li>• Recognise the need to care for the natural world <ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul> </li> <li>• Explore and talk about different forces they can feel.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries. <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul> </li> <li>• Use their senses to describe the natural world around them</li> <li>• Recognise some environments that are different to the one we live in</li> <li>• Understand the effect of the changing seasons on the world around them</li> </ul>	<p>Use basic geographical vocabulary to refer to physical and human features</p> <p>Uses world maps to identify countries.</p> <p>Name and locate the four countries and capital cities of the UK.</p> <p>Compare the UK with a contrasting country</p> <p>Observe the natural and humanly constructed world around them</p> <p>Explores the world around them, asking how and why Q's.</p>
	Vocabulary	<p>Senses, material, natural, change, plants, petal, stem, roots, trowel, seeds, water, light, life cycle, lava, ladybird, egg, chick, hen, wings, beak, feathers, incubator, frog spawn, tadpole, frog, young, old, push, pull, stretch, melt, heat, Freeze, Earth, globe, magnifying glass, magnetic.</p>	<p>Similar, different, country, world, Earth, habitat, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt, lava, pupa, butterfly, magnetic, repel, attract.</p>	<p>Explores the world around them, asking how and why Q's.</p>
	<p>How it's covered</p> <p>During snack and cookery sessions the children will have the opportunity to talk about where food comes from, bake and help prepare a range of food talk about foods that are healthy and foods not so healthy.</p>	<p><b>Autumn:</b> Explore changes in autumn Explore what happens on cold winter days – ice, frost.</p> <p><b>Spring:</b> <b>Planet Earth: We live on a planet called Earth!</b> Looking for signs of new growth in the environment.</p> <p><b>Spring - New beginnings-Mothers and Babies-</b> names of animals and their young. Simple life cycles: Chicks hatching.</p> <p><b>Growing:</b> How and why do things grow? New life in spring – taking care of the world around us. Create a vegetable garden – explore growing seeds such as such as tomatoes, pumpkins, potatoes, carrots, onions etc. Help prepare and plant and care for a wild flower garden to attract bees and butterflies etc. Observe the life cycle of a frog – frequent visits to the school pond. Talk about where food comes from, bake and help prepare a range of food and talk about foods that are healthy and foods not so healthy.</p> <p><b>Summer: Simple animal life cycles (bee). Wildlife Conservation: Bee friendly!</b> Plant bee friendly flowers. Learn that bees make honey and why they are so important . (story: Omar and the bees.) Continue to take care of plants Visit from Alday's Farm. Looking for growth and change in the gardens.. Explore different forces and name simple forces – push, pull, sink /float</p>	<p><b>Autumn:</b> continue and complete repeating patterns with signs of autumn- why do birds emigrate? Autumn nature walk using their senses, leaf rubbings etc Explore melting and freezing, Make shadows. Low sun on back field. Make bread. What is a forest? Make bird feeders. Explore magnets</p> <p><b>Spring:</b> Signs of spring. Birdwatch Make a chocolate cake Explore stories from around the world and recognise similarities and differences. Where do tigers live? Begin to name physical features What lives in a forest? What is a hill/ mountain/ meadow etcPlant beans/ sunflowers and explore how to take care of them to help them to grow as tall as can be. How can we re-cycle?<b>Forest School Days</b> <b>Visit to the pond what else lives in a pond ?</b> – looking at pond snails why are they pointy ? Investigating eggs – what else comes out of an egg crocodile</p> <p><b>Summer:</b>. Discuss summertime and different activities that might happen in the summer How to say safe in the sun . Naming seas and oceans. Plastic in the environment <b>Visit to Acorn Farm</b> Materials and their properties - Making a boat that floats.</p> <p>Looking after our teeth – dental hygiene</p> <p>Life cycle of a butterfly. Making a bug hotel. Invent a home for a ladybird. Explore forces through gradients/ ramps and different surfaces .</p>	<p>Decides how to sort and classify objects</p> <p>Notices links between cause and effect (speed, shape, direction and magnetism)</p> <p>Identify seasonal weather patterns- all weather suits to go puddle splashing</p>

