



EYFS Skills Progression - Understanding of the World

Link(s) to EYs Curriculum Ambition(s):

- For all children to be able to treat others how they would wish to be treated by showing care and empathy in line with our school vision.
- For all children to be able to develop a sense of spirituality, having a relationship with the natural world and knowing how things develop and grow around them

Past and Present

Birth-Three

. Make connections between the features of their family and other families.
. Notice differences between people.

Three- Four Years

. Begin to make sense of their own life-story and family history.

Reception

. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past

Writing- ELG

. Talk about the lives of the people around them and their roles in society. **UTW. 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. **UTW. P&P.ELG** • Understand the past through settings, characters and events encountered in books read in class and storytelling. **UTW. P&P.ELG**

Progression of Skills

Finding out about the Past

Comparing to the present

I am beginning to make sense of my own life story and family history.

I can comment on fictional/historical figures or familiar objects or situations from the past.

I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past

I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.

I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present. I understand the past through settings, characters and events encountered in books read in class and storytelling. **UTW. P&P.ELG** I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. **UTW. P&P.ELG**

Sequences in time Family History

I can sequence family members according to name/size, e.g. baby, child, adult.

I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.

I can sequence family members according to their age. I can explain who they are and the key differences in what they can and can not do.

I understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life.

I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.

I can talk about the lives of the people around me and their roles in society. **UTW. P&P.ELG**

I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. **UTW. P&P.ELG**

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| Sequences in time Vocab | I can show some awareness of the time of day, e.g., dinnertime or bedtime. | I can use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening. | I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after. | I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year. | I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year. | I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG |
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People, Culture and Communities

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| Birth-Three . Make connections between the | Three- Four Years . Show interest in different occupations. | Reception . Talk about members of their immediate family and community. | Writing- ELG . Know some similarities and differences between different religious and cultural communities in this |
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Progression of Skills

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| features of their family and other families. . Notice differences between people. | . Continue to develop positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | . Name and describe people who are familiar to them. .Understand that some places are special to members of their community. . Recognise that people have different beliefs and celebrate special times in different ways. . Recognise some similarities and differences between life in this country and life in other countries. . Draw information from a simple map. . Recognise some environments that are different to the one in which they live. | | country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG . 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. UTW. PC&C.ELG . Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. UTW. PC&C.ELG | |
| Celebrations | I can comment on recent photographs of experiences in my own life, e.g., my visit | I can comment on recent photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, | I can comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, | I can comment on images of a wide range of celebrations such as Diwali, Easter, | I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events. I can talk about the experiences that others have in celebrating | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has |

“Treat others exactly as you would like to be treated yourself” Luke 6:31

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| | to the seaside, park, or farm. | | Diwali or Chinese New Year. | | holidays, and day trips. | | Christmas, and Chinese New Year. | | their special times. | | been read in class. UTW. PC&C.ELG | |
| Places of worship | I know that there are places of worship near to where I live. | | I know that there are different places of worship. | | I can name different religious places of worship. I can name the Church, chapel and the Mandir. | | I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship. | | I can recognise, name, and describe different religious places. | | . 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. UTW. PC&C.ELG | |
| Beliefs | I know and can talk about things that I believe. | I know that there are differences in what people believe. | I am developing a positive attitude in understanding about the differences between people. | | I can show a positive attitude in talking about and explaining the differences between people. | | I can comment on the differences between people's beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion. | | . 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. UTW. PC&C.ELG . 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. UTW. PC&C.ELG | | | |
| Homes | I know what type of home I live in, e.g., house, bungalow or flat. | | I can explain key features of my home and the homes of others. | | I know that different countries have different homes. | | I can compare different types of homes in my own country. | | I can compare different types of homes in other countries. | | I can 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. UTW. PC&C.ELG | |
| Features of place. | I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom | | I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library. | | I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences. E.g comparing Messingham to London or Cleethorpes. | | I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK. | | I can use photos, maps, books and my own experiences in order to compare different places and environments across the world. | | I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can 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. UTW. PC&C.ELG | |

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| Using maps and following directions. | <p>I can identify and name a simple map.</p> <p>I know that a map has places/features on and what it is used for.</p> <p>I can follow some positional language such as near, next to, in front of.</p> | <p>I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains.</p> <p>I know that directions can be followed and lead to different places</p> <p>I know that directions can be verbal, pictorial or written</p> | <p>I know that the pictures, symbols, and words on a map represent objects that usually do not move.</p> <p>I can follow simple directions (Up, down, left/right, forwards/backwards)</p> <p>I can follow directions using a small toy.</p> <p>I can direct my friend from point A to B using positional language.</p> | <p>I can draw and create my own maps using real objects, and/or pictures and symbols.</p> <p>I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.</p> | <p>I can find the UK on a simple map.</p> <p>I can find the land and sea on a map.</p> <p>I can follow a simple map in of a familiar place (in real-life) finding and naming features. I can locate items on the map.</p> | <p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG</p> <p>I can 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. UTW. PC&C.ELG</p> |
| Naming places. | <p>I can talk about my home, e.g., what it looks like, and its name, its number or position.</p> | <p>I can talk about and name the places where I live, e.g., Messingham or Scunthorpe.</p> <p>I know that more than one home/house is in a village or town.</p> | <p>I am beginning to recall my address such as the name or number, the road/street and the village/town.</p> | <p>I can identify and name the country that I live in.</p> <p>I show an understanding that not all countries in the world are the same. I begin to talk about the differences.</p> | <p>I can talk about and name the four countries of the United Kingdom</p> <p>I can compare and say what is the same/different about a countries physical or human geography.</p> | <p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG</p> <p>I can 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. UTW. PC&C.ELG</p> |
| Human Geography | <p>I can talk about what daily life is like in our country.</p> | <p>I can talk about how daily life may be different for other children.</p> | <p>I can make comparisons between daily life for children in different countries.</p> | <p>I can compare daily life in the UK with a contrasting country.</p> | <p>I can 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. UTW. PC&C.ELG</p> | |

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The Natural World

Birth-Three

- . Repeat actions that have an effect.
- . Explore materials with different properties.
- . Explore natural materials, indoors and outside.

Three- Four Years

- 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.
 - . 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.

Reception

- . Explore the natural world around them. . Describe what they see, hear and feel whilst outside.
- . Understand the effect of changing seasons on the natural world around them.

Writing- ELG

- . Explore the natural world around them, making observations and drawing pictures of animals and plants. **UTW. TNW.ELG**
- . 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. **UTW. ELG**
- . Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **UTW. TNW.ELG**

Progression of Skills

Changes

I notice changes with some adult support.
I can talk about what they see, using a basic vocabulary.

I show awareness of change, as I can talk about the differences between materials and changes that I notice using simple terms to describe.

I understand that living things, objects and materials can change.
I describe what I see, hear and feel whilst exploring inside and outside.

I understand through books and making close observations that living things and materials can change.

I understand some important processes and changes in the natural world around them.
UTW.TNW.ELG.

Materials

I can talk about materials. (Collections of the same materials, e.g., shells, leaves)
I can talk about what I can see.

I can explore collections of different materials with similar and different properties.

I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support.

I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric.

I can use language to describe common features of materials, e.g. colour, texture, size.

I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.

I can experiment with making changes to materials.

I can ask and answer 'how' and 'why' questions, such as how things happened and how things work.

I choose how I can classify objects according to their properties.

I understand some important processes and changes in the natural world around them.
UTW.TNW.ELG.

I can explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG

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| Forces and Movement | I can explore how things work. | I can explore how things work, and I can talk about ‘contact’ forces such as pushes and pulls. | I can explore ‘non-contact’ forces such as gravity or magnetism. I describe what I see, hear and feel whilst exploring inside and outside. | I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism. I can describe and make comparisons. | I understand some important processes and changes in the natural world around them. UTW.TNW.ELG. | |
| Seasonal Change | I can talk about how the weather changes, and that different places/countries have different weather. I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy. | I can talk about some natural features that I see and feel during different seasons, including different weather. I can talk about the clothes that I need for different seasons/ weather and why. | I can name the four seasons. I can order the four seasons. | I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter. | I notice and describe seasonal weather patterns. I can ask and answer ‘how’ and ‘why’ questions. | I understand some important processes and changes in the natural world around them, including the seasons. UTW.TNW.ELG. |
| Living things Animals | I can name some animals correctly. I can use simple language to describe animals. | I can examine animals to find out more about them. I use my senses to explore. | I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs. | I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats. | I make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles. | I understand how animals grow and change. UTW.TNW.E L GOAL. I can explore animals in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL. |
| Living things Plants | I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size. | I can examine plants to find out more about them. I use my senses to explore. | I can use the correct basic scientific vocabulary to describe parts of plants. I can explain a simple lifecycle, E.g., sunflower, or oak tree. | I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats. | I make close observations of plants in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that plants change, and I explain a range of lifecycles. | I understand how plants grow and change. UTW.TNW.E L GOAL. I can explore plants in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL. |
| Living things Conservation | I can show some awareness that living things need to be cared for and treated with respect. | I understand that living things need to be cared for and treated with respect. | I can show care and respect for living things. | I can show care and respect for living things and the environment in which they live. | I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL. | |

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| Sound | I can talk about familiar sounds at home and school. | I understand that sounds can come from a range of sources. | I can identify and describe the source of a range of sounds. | I can explore how to change sounds. I can describe changes in sounds such as loud and quiet, tempo - fast or slow. | I can explain how and why sounds can be changed. | I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL. |
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