



Curriculum Progression Map for EYFS-UTW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	<p>Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go. Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.</p> <p>At Ghost Hill the subjects which fall within Understanding the World are covered through a mixture of carpet sessions, adult -led groups and continuous provision across the year and as part of our themes.</p>					
Themes	Guess Who?	Winter Wonderland	Roars and claws	Eye Spy	Telling Tales	What a Splash!
Nursery SPECIFIC AREA Understanding the World (UTW) -Past and present - People, culture, and communities - The natural world.	<p><u>Past and Present</u></p> <p><u>History:</u></p> <p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Begin to make sense of their own life-story and family’s history. Show interest in different occupations.</p>					

People, Culture and Communities

Geography:

Use all their senses in hands-on exploration of natural materials.

Use a wider range of vocabulary.

Learn new vocabulary.

Use new vocabulary through the day.

Talk about what they see, using a wide vocabulary.

Select and use activities and resources, with help when needed.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Describe what they see, hear, and feel whilst outside.

Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Talk about and identify the patterns around them.

R.E:

Recognise simple religious beliefs or teachings.

Talk about some aspects of a religious or belief story.

Talk about what concerns them about different ways in which people behave.

Say what matters to them or is of value.

Identify simple features of religious life and practice in a family context.

Talk about religious events that they see or hear about e.g. festivals, ceremonies.

Talk about what people wear because of their beliefs.

The Natural World

Working Scientifically:

Show curiosity and ask questions including understanding 'why' questions.

Make observations using their senses and simple equipment.

Record their observations by drawing, taking photographs, using sorting rings or boxes.

Use their observations to help them answer their questions.

Identify, sort and group.

Plants, Living things and their habitats, Seasonal changes:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

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.

Animals including humans:

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

Materials:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about the differences between materials and changes they notice.

<p>Reception</p> <p>SPECIFIC AREA Understanding the World (UTW) -Past and present - People, culture, and communities - The natural world.</p>	<p><u>Past and Present</u></p> <p><u>History:</u></p> <p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Use all their senses in hands-on exploration of natural materials.</p>
	<p><u>People, Culture and Communities</u></p> <p><u>Geography:</u></p> <p>Engage in non-fiction books. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different from the one in which they live. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe what they see, hear, and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Use maps and globes to start discussions about what they can see and notice on a map.
Describe a familiar route.
Discuss routes and locations, using words like 'in front of' and 'behind'.
Draw information from a simple map.

R.E:

Introduce key theological vocabulary such as 'God'.
Recreate religious and belief stories (from the four religions covered at GHIS) through small world play.
Talk about sacred texts.
Raise puzzling and interesting questions about religious and belief stories.
Raise puzzling and interesting questions about the world around them.
Use their senses to investigate religion and belief.
Recognise a few religious words.
Know where some religious worldviews originated.
Name some religious symbols.
Name some religious artefacts.
Visit a local place of worship.
Talk to someone who holds a particular religious belief.

The Natural World

Working Scientifically:

Make direct comparisons.

Use equipment to measure.

Record their observations by drawing, taking photographs, using sorting rings or boxes and, in Reception, on simple tick sheets.

Talk about what they are doing and have found out.

Identify, sort and group.

Plants, Living things and their habitats, Seasonal changes:

Draw information from a simple map with diagrams.

Explore the natural world around them.

Describe what they see, hear, and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Animals including humans:

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Materials:

Explore the natural world around them.

Describe what they see, hear, and feel whilst outside.

End of Reception year Early Learning Goals:

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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, the seasons and changing states of matter.