

**Cale Green Primary School**

Understanding the World progress model for knowledge and skills

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|  | Links to KS1 curriculum | Minimum expectations for Reception (4-5 years) | | | | Minimum Expectations for Nursery (3-4 years) | | | |
| History links  Past and Present ELG Children at the expected level of development will: - 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  Speaking ELG:  Children at the expected level of development will:  -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Understands that there are similarities and differences between people. Describes memories that have happened in their own lives. Sequence events that are close together in time | Can discuss similarities and differences between people in their family  **Autumn 1 ‘What do I know about me?’** | Can talk about members of immediate family in more detail  **Autumn 1 ‘What do I know about me? ‘** | Can talk about past and upcoming events with their immediate family  **Ongoing as we discuss celebrations etc.** | | | Can talk about family members and pets | | Can say who they are and who they live with |
| Can talk about people who help us in the community – police, fire service, doctors, teachers etc  **Summer 1/ 2 ‘PSHE Keeping Safe and healthy’** | Can identify emergency situations and knows who to call  **Summer 1/ 2 ‘PSHE Keeping Safe and healthy’** | Can discuss different occupations  **Circles/ small groups - people who help us - dentist visit**  **Keeping safe and healthy work** | | | Shows an interest in a wider range of occupations (electrician, plumber, farmer etc) with support | | Shows an interest in different occupations (e.g. people who help us)**through stories and visitors (e.g. dental nurse/ fire service)** |
| Sequence family members, explaining who they are and the key differences between what they can/ can’t do  **Autumn 1 'What do I know about me?** | | Sequence family members, explaining who they are (baby, child, teenager, adult, elderly)  **Autumn 1 ‘What do I know about me?’** | | | Sequence family members by size and name (baby, child, adult)  Talk about how I have changed since I was a baby  **Spring term** | | |
| Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present  **Autumn 2 ‘Why is it always cold in winter’ Gunpowder Plot / Christmas Story** | Compare and contrast characters from stories, including figures from the past  **Autumn 2 ‘Why is it always cold in Winter’ Gunpowder Plot** | | Becomes aware of fictional characters in stories. Talks about likes and dislikes  **As experience of texts increases - link with Tales Toolkit** | | | | | |
| Becomes aware of historical figures or objects in non-fiction texts  **The story of the first Christmas**  **Who is Father Christmas?** | | | | | |
| Knowledge to be taught | Vocabulary and facts related to historical figures and objects – Tim Peake, Sir Captain Tom  Vocabulary related to occupations and families  Myself – growing up and changing. When my parents/ grandparents were young  People who help us  Some people in stories are real and some are made up  Why we wear different clothes at different times of the year  Celebrations | | | | | | | | |
| Science  The Natural World ELG Children at the expected level of development will: - 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, including the seasons and changing states of matter.  Creating with Materials ELG:  Children at the expected level of development will:  -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Explores the world around them, asking how and why questions. Decides how to sort and classify objects.  **Spring 2 ‘Twinkle, twinkle little star, how I wonder what you are?’**  **Summer 1 ‘Was it once upon a mixed up time?’** | Explore the natural world around them  **Ongoing through most challenges and whilst outside** | Talk about differences between materials and changes they notice  **Spring 1 ‘Who are the characters in our books?’ Superheroes Ice** | Explore collections of materials, identifying similar and different properties | | | Explore collections of natural materials | | |
| Explores how things work using all their senses | | Use all their senses in ‘hands-on’ exploration. Talk about what they are experiencing using a widening vocabulary  **Workshop provision area** | | | Use all their senses in ‘hands-on’ exploration. Begin to talk about what they are experiencing.  **Exploring ice, magnets, natural materials, change of state, floating and sinking etc** | | |
| Notice links between cause and effect (speed, shape, direction and magnetism) | Explores non-contact forces (gravity and magnetism)  **Magnets in Investigation station** | | Explores and talks about forces (push and pull) and change of state (freezing/ melting)  **Spring 1 ‘Who are the characters in our books?’ Superheroes (Ice Melting**) | | | Explores how things work  **Outdoor water play collection, tuff tray exploration, toys with moving parts, switches, cogs etc** | | |
| Identifies seasonal weather patterns  **Autumn 2 ‘Why is it always cold in winter?’** | Names and orders seasons. Beginning to understands the effects of seasons on the natural world (e.g. when and how things grow)  **Autumn 2 ‘Why is it always cold in winter?’** | | Understands that the weather can change and compares the weather in a different country **e.g. in Kenya (Handa’s Surprise) with ours. Investigate shadows** | | | Notices changes in the weather. Can identify what to wear in different types of weather. | | |
| Observe the natural and humanly constructed world around them  **Ongoing throughout the year outdoors** | Can say what plants need to survive. Can talk about life cycles. Understands the need to respect and care for the natural environment and all living things  **Summer 1 ‘Was it Once upon a mixed up time?’** | | Observes and talks about the life cycle of a butterfly and a sunflower  **Summer 1 ‘Was it Once upon a mixed up time?’** | | | Plants seed and beans and cares for growing plants with support  **Summer term** | Knows the difference between plants and animals. | |
| Knowledge to be taught | New life – key features of the life cycle of a plant and animal, including how we care for them  Change of state - Freezing and melting  Forces - floating and sinking, magnetism, gravity, push and pull  Properties of materials – waterproof, transparent, will it keep me warm?  Light – shadows, the sun, moon and stars  Body parts – senses and what my body can do. Vocabulary related to body parts and actions | | | | | | | | |
| Religious Education links  People, Culture and Communities ELG Children at the expected level of development will: - 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;  Building Relationships ELG  Children at the expected level of development will:  -Work and play cooperatively and take turns with others;  -Form positive attachments to adults and friendships with peers;  Show sensitivity to their own and to others’ needs. | Describe memories that have happened in their own lives  **Ongoing throughout the year** | Comments on pictures of different celebrations(Eid, Christmas, Chinese New Year)  **Throughout the year, as per celebrations** | Comments on images and stories of familiar experiences (holidays, trips to the park, going to the dentist) | Comments on recent celebrations in their own life e.g., “This was me celebrating Eid with my family.” | | | Comments on experiences in their own life (linked with images/ stories). | | |
| Can recognise, name and describe religious places  **Autumn 2 ‘Why is always cold in winter?’ Christmas. Also Eid, Easter** | Know some religious venues and can name them  **Autumn2 St. George’s visit** | | Knows that there are special places (of worship) where people go the reflect and pray  **Churches and Mosques** | | | | | |
| Describes the main beliefs and festivals/ celebrations of a religion.  **As each festival is covered.** | Talks about different celebrations: Chinese New Year, Divali, Eid, Christmas, Easter  **As each festival is covered.** | Knows different people in our community celebrate in different ways and at different times.  **Aseach festival is covered.** | Developing positive attitudes about differences between people  **Ongoing, when each festival is covered and as special occasions are celebrated**  **Christmas, Eid, Chinese New Year, Diwali, Remembrance Day, Ramadan, Easter, Birthdays** | | | Talks about celebrations and special times, with support. Knows that there are differences between what people believe. | | |
| Knowledge to be taught | Why and how do people celebrate? Common features of celebrations  We don’t all celebrate the same things at the same time, but we can all be friends - respect | | | | | | | | |
| Geography links  People, Culture and communities ELG  Children at the expected level of development will:  -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. | Use basic geographical vocabulary to refer to physical and human features  **Ongoing outdoors** | Can begin to explain the difference between human and physical features  **Ongoing outdoors** | Can use maps to locate objects in ‘real life’  **Spring 1 ‘Who are the characters in our books?’**  **Treasure maps outdoors.** | Identifies features on a simple map (trees, rivers, mountains)  **Maps used in role play** | | | Navigates way around the setting  Knows what a map is for  **Rosie’s Walk, Bear Hunt, Pirate treasure maps.** | | |
| Use world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare UK with a contrasting country.  **Autumn 1 ‘What do I know about me?’** | Can name the 4 countries of the UK and at least 2 other countries  **Through challenges, Saints’ days etc.** | Knows that 4 countries make up the UK and can name at least 1 other country  **Through challenges, Saints’ days etc.** | | | | Knows that we live in Stockport, which is in England  **Using pictures of local are/ landmarks in block play/ role play** | | |
| Can identify similarities and differences between homes in other countries  **Autumn 1 ‘What do I know about me?** | Can identify similarities and differences between homes in our country  **Autumn 1 ‘What do I know about me?’** | Knows that different countries have different types of homes  **Autumn 1 ‘What do I know about me?’** | Knows about features of other types of homes than their own  **Link with Handa’s Surprise text - traditional Kenyan homes compared with our homes** | | | Knows what type of home they live in (house, flat, bungalow)  **Conversations about home, family, similarities and differences** | |
| Makes comparisons between life for children in different countries  **Autumn 1 ‘What do I know about me?’** | | Explains how life may be different for children in other countries  **Twinkl story, “We are all Different” as a basis for discussion and circle times**  **Families around the world photo pack** | | | Can articulate what daily life is like in our country  **Ongoing** | | |
| Observe the natural and humanly constructed world around them  **Ongoing outside/ World landmarks** | Use pictures to compare and contrast environments around the world  **Autumn 1 ‘What do I know about me?’** | Recognise some environments that are different to the one in which they live  **Autumn 1 ‘What do I know about me?’** | Talk about local environments (their road, the park, library, Edgeley, Stockport)  **Ongoing as we go on walks trips and visits**  **Local landmarks in small world play** | | | Talk about what they see in their own environment (school/ home) using a widening vocabulary | | |
| Knowledge to be taught | Weather/ Seasons  My address  Environments – farms, towns, cities, rural areas  Taking care of the environment – recycling, using litter bins  Houses and homes – different houses and homes around the world  Using maps – following instructions/ directions | | | | | | | | |
| Computing links | Uses various tools such as brushes, pens, erasers, stamps and shapes | Uses various tools such as brushes, pens, erasers, stamps and shapes with support  Independently interact with appropriate software to support learning | | Selects brushes, colours and rubbers on paint software  **2Simple software** | | | Mark make on paint software on the interactive screen | | |
| Use programs on digital devices  **Spring 1 ‘Who are the characters in our books?’** | Can independently change games or increase level of difficulty on games  To begin simple coding  To use programmable toys  **Spring 1Beebots ‘Who are the characters in our books?’** | | Begin to interact with software to support their learning (2Simple/ My Modelling Toolkit)  To follow practical instructions to develop early understanding of algorithms  **Using IWB for activities, games lessons** | | | Can play simple games on the interactive screen by pressing buttons | | |
| Recognise common uses of technology beyond school  **Spring 1 ‘Who are the characters in our books?’ Internet safety** | Can take a record a video on a tablet | | Can take a photograph accurately on a tablet  **Ongoing in areas** | | | Can take a photograph on a tablet with support | | |
| Can identify which things count as personal information. Asks for help when they need it.  **Spring 1 ‘Who are the characters in our books?’ Internet safety** | Children know what personal information is and know that it should not be shared online  **Spring 1 ‘Who are the characters in our books?’ Internet safety** | | Children know to ask an adult for help if they need it, and to tell an adult if something appears on screen which they were not expecting. | | | | | |
| Knowledge to be taught | To know how to access technology to support learning at home and at school  To know how to identify and what to do if you see inappropriate content  To know that information can be public or private | | | | | | | | |