



## EYFS Progression of skills

### Understanding the world (Past and Present: History. People and Communities: Geography. The Natural World: Science)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<b>Pre-Nursery 0-3 years</b>	<b>Self-Regulation, Managing Self, and Building Relationships</b>			
	Repeat actions that have an effect.			
	Explore materials with different properties.			
	Explore natural materials, indoors and outside.			
	Explore and respond to different natural phenomena in their setting and on trips.			
	Make connections between the features of their family and other families.			
<b>Nursery 3-4 years</b>	<b>Past &amp; Present</b>	<b>People, Culture &amp; Communities</b>	<b>The Natural World</b>	<b>Summer Term prior to starting reception</b>
	Begin to make sense of their own life-story and family’s history.	Show interest in different occupations. Explore how things work.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	<b>People, Culture &amp; Communities</b> Continue to develop positive attitudes about the differences between people.



## EYFS Progression of skills

### Understanding the world (Past and Present: History. People and Communities: Geography. The Natural World: Science)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

			<p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b></p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
--	--	--	--	---



WILLOW  
BROOK  
PRIMARY

## EYFS Progression of skills

### Understanding the world (Past and Present: History. People and Communities: Geography. The Natural World: Science)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
---	----------	----------	----------	----------	----------	----------



## EYFS Progression of skills

### Understanding the world (Past and Present: History. People and Communities: Geography. The Natural World: Science)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	<p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</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</p>	<p>I understand that some places are special to members of my community.</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can talk about a few significant people in history and ask questions.</p> <p>I know some similarities and differences between different</p>	<p>I can explore the natural world around me.</p> <p>I can describe what I see, hear, and feel whilst outside.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p>	<p>I can talk about the lives of the people around me and their roles in society.</p> <p>I can understand the effect of changing seasons on the natural world around me.</p> <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p>	<p>I can understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Comparisons of settings and fictional settings.</p> <p>I know some similarities and differences between the natural world around me and contrasting</p>	<p>ELG: 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.</p> <p>ELG: 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</p>
--	---	---	---	--	---	--



## EYFS Progression of skills

### Understanding the world (Past and Present: History. People and Communities: Geography. The Natural World: Science)

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	<p>and, when appropriate, maps.</p> <p>I can use aerial photographs/ simple maps to locate objects in ‘real life’ - Can draw own simple maps.</p> <p>I can discuss family traditions and learn about others.</p>	<p>religious and cultures and understands why others celebrate.</p>	<p>I can explore and talks about changing states (freezing/ melting, floating/ sinking).</p> <p>I can discuss when and how things grow.</p>	<p>I know about significant individuals.</p> <p>I can identify emergency situations and know who to call.</p> <p>I can explore non-contact forces (gravity and magnetism).</p>	<p>environments, drawing on my experiences and what has been read in class.</p>	<p>in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: 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, including the seasons and changing states of matter.</p>
--	--	---	---	--	---	--