The Rivers CofE Academy Trust: Progression in Learning Framework – Understanding the World

EYFS Statutory Educational Programme

The curriculum needs to include:

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.

Knowledge	Skills
• ***Know about and make sense of the physical world*** • ***Know about and make sense of their community*** • ***Know a range of subject specific vocabulary*** • ***Know about technology and how to access it and use it for a purpose*** • ***Know about ecology*** • ***Know how things work and what they do*** • ***Know about the passing of time*** • ***Know naming and descriptive vocabulary related to understanding the world*** • ***Understand how to construct and deconstruct***	***Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore***

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
• Realise that their actions have an effect on the world, so they want to keep repeating them • Reach for and accept objects. Make choices and explore different resources and materials • Plan and think ahead about how they will explore or play with objects • Make independent choices • Do things independently that they have been previously taught • Bring their own interests and fascinations into early years settings. This helps them to develop their learning • Respond to new experiences that you bring to their attention	• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines • Show goal-directed behaviour • Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves • Keep on trying when things are difficult	• Sort materials • Review their progress as they try to achieve a goal Check how well they are doing • Solve realproblems • Use pretend play to think beyond the 'here and now' and to understand another perspective • Know more, so feel confident about coming up with their own ideas • Make more links between those ideas

ELG: Past and Present	ELG: People, Cultures and Communities	ELG: The Natural World
Children at the expected level of development will: • **Talk about the lives of 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**	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 religious and cultural communities, drawing on their experiences and what has been read in class** • **Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps**	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**

Progression in Learning - Small steps Nursery to KS1							
	Pre-School (3-4 Year Olds)			Reception			Interface with KS1
Past and Present	Knows and understands 'today' and 'yesterday'	Knows the days of the week Knows and understands 'tomorrow'	Knows the seasons of the year	Knows the days of the week and their order	Knows the order of the seasons	Can talk about sequences relevant to them e.g. school day; getting ready for bed	Knows that time passes in sequential order
	Uses the past tense of many common verbs e.g. played, saw, ran – mainly accurately	Can use the past tense to talk about what has already happened	Knows 'before' and 'after' as concepts	Knows 'then' and 'now' as a concept Begins to draw on own experiences to compare what they can find out about the past with today, including from books e.g. toys, washing clothes, a family day out	Uses ordering language (some of which is from books they have read) e.g. first, next, after that Draws on own experiences to compare with what they can find out about the past, including from books	Is able to sequence stories	Has an awareness of common words and phrases relating to the passing of time Understands differences between the past and the present
	Can say who they are and who they live with	Can talk about who/what is special to them e.g. nanny, dog	Can briefly talk about some members of their family	Sequences family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Explains the key differences in what family members of different ages can and can't do Can describe some family memories	Notices and celebrate things they can do now that they could not do when they started school	Has an understanding of change within living memory – people

	Shows an interest in occupations they know about from their own experience e.g. doctor, shop worker	Shows an interest in different occupations e.g. firefighter, police	Can talk about a wide range of occupations e.g. electrician, warehouse operative, scientist	Can identify the role of the emergency services in society and know how to call for help	Can identify similarities and differences in jobs Understands wider roles in society e.g. student, volunteer, parent, retired	Can talk about their aspirations for their own role in society	Understands similarities and differences between people
	Shows an interest in fictional characters in stories and rhymes	Shows an interest in people in non-fiction texts	Comments on people and events in books read to them/in class	Begins to compare and contrast settings, events or characters from the past, that they have met in books	Compares and contrasts settings, events or characters from the past, that they have met in books	Knows some similarities and differences between the past and now, drawing on their experiences and books they have shared. **ELG: Past and Present** Children at the expected level of development will: • **Talk about the lives of 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**	Recognise some similarities between past and present
People, Cultures & Communities	Is beginning to explore simple maps in play	Knows what a map is used for	Identifies some features on a map	Identifies a range of features on a map	Can use a map to find features in 'real life'	Can explain, in simple terms, the difference between human and physical features on maps	Interprets a range of geographical information, including maps
	Knows where they live and talks about what	Knows they live in Worcester which is in England	Can understand simple differences between where they live and another	Can understand differences between where they live and another area in the UK –	Can identify similarities and differences between where they live and	Can use a range of ways to find out about life in the UK compared with other	Compares the UK with contrasting countries

	they see at school or home	Can talk about what they see in their environment e.g. park, local shops	place – using observation, discussion and books	using observation, discussion and books Can explain how life may be different for other children living elsewhere	homes/schools in other countries Can compare life for children in different countries	countries and articulate these	
	In play, imitates everyday actions and events from own family and cultural background eg making and drinking tea	Is beginning to learn they have similarities and differences that connect them to, and distinguish them from, others	Remembers and talks about significant events in their own experience	Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family	Talks about past and present events in their own life and in the lives of family members	Knows that other children do not always enjoy the same things and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities and traditions	
	Knows about special events, festivals, places of worship relevant in their own life Enjoys joining in with family customs and routines	Is beginning to understand that there are differences in what people believe Knows about some places of worship Knows about some festivals celebrated by others	Is developing positive attitudes about differences between people Knows there are differences in where people worship Knows people in their community celebrate special days	Says what might happen on some special days e.g. Christmas, Eid Can name some places of worship	Shows positive attitudes about differences between people Joins in with celebrations and recalls what happened last time on that day	Can articulate what others celebrate and understand that some special days repeat annually Knows why religious venues are special and who goes there **ELG: People, Cultures and Communities** 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 religious and cultural**	Describes the main beliefs of a religion Describes the main festivals of a religion and its place of worship

						communities, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps	
The Natural World	Uses their senses to explore the natural environment and a range of materials	Explores the natural environment and begins to identify some similarities and differences	Explores the natural environment and identifies some similarities and differences	Observes some features in the natural world and draws what is seen e.g. animals, trees	Observes some features in the natural world in a contrasting environment from where they live and draw what is seen	Explores 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 Has developed an understanding of the effect their behaviour can have on the environment	Explores the world around them and raises own questions
	Knows the names of some plants and animals	Can identify that things in nature change with time e.g. growing a seed	Can explain the life cycle of, for example, a butterfly Knows the key changes to nature in each season	Can say what plants and animals need to survive Knows that organic things decay over time e.g. compost Is beginning to understand the effect their behaviour can have on the environment	Can talk about a range of different life cycles Talks about the features of their own immediate environment and how environments might vary from one another		
	Begins to explore and talk about different forces they can feel.	Explores forces and uses new vocabulary to describe them Begins to understand changing states of matter e.g. freezing, melting	Talks about the differences between materials and changes they notice Explores floating and sinking	Observes and interacts with natural processes, such as a sound causing a vibration, a magnet attracting an object	Observes the natural process of light casting a shadow	Understands the effect of changing seasons on the natural world **ELG: The Natural World** Children at the expected level of development will: • Explore the natural world around them, making	Identifies differences, similarities or changes related to simple scientific ideas and processes

						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	