

Progression of Knowledge and Skills for Understanding the World
Past & Present, People, Cultures & Community and The Natural World
Early Years Curriculum



Nursery (3-4 years)

Progression of Knowledge and Skills – Understanding the World

Understanding the World: People, Culture and Communities
(History, Religious Education and Geography)

End of Nursery:

- Shows an interest in the lives of people who are familiar to them.
- Remembers and talk about significant events in their own experience.
- Recognises and describe special times or events for family or friends.
- Starts to show an interest in different occupations and ways of life.

Language of observation:

It is ..., It has...

Language of comparison:

- It is different / They are different because It is not the same because...
- It is the same because It looks the same because...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (just turned 3y) (Nursery)	/		Curious about people and show interest in stories about myself and my family. Enjoys pictures and stories about myself my family and other people.			
Rising 5s (3y-4y) (Pre-school)			Recognises my own immediate family and relations.	In pretend play, imitates everyday actions and events from own family and cultural background, (e.g. <i>making and drinking tea.</i>) Sees their new friends have similarities and differences that connect them to, and distinguish them from, others. <i>Begins to make sense of their own life-story and family's history.</i> <i>Shows interest in different occupations.</i> <i>Continues to develop positive attitudes about the differences between people.</i>	Shows an interest in the lives of people who are familiar to them. Remembers and talk about significant events in their own experience. Recognises and describe special times or events for family or friends. Starts to show an interest in different occupations and ways of life.	

Progression of Knowledge and Skills – Understanding the World

Understanding the World: The Natural World
(Science)

End of Nursery:

Asks questions about aspects of my familiar world such as the place where I live or the natural world.

Talk about some of the things I have observed such as plants, animals, natural and found objects.

Talks about why things happen and how things work.

Starts to develop an understanding of growth, decay and changes over time.

Shows care and concern for living things and the environment

Language of observation:

It is ..., It has...

Language of comparison:

It is different / They are different because It is not the same because...

It is the same because It looks the same because...

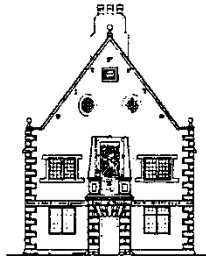
Language of prediction:

I think it will..., 'What do you think will happen?' It will..., the ...will..., the...is going to ..., This will...because..., 'What do you think will happen if...?', 'What will happen next?'

Language of deduction:

I think...because..., It is ... because..., It has...because..., 'Why do you think this is a...?', 'What can you see?', 'Why did...happen?', ...happened because... .

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Rising 4s (just tuned 3y)	play with small-world models such as a farm, a garage or a train track.		Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remembers where objects belong. Matches parts of objects that fit together (e.g. puts lid on a teapot).			
	Rising 5s (3y-4y) (Pre-school)			Explores and talk about different forces they can feel. Notices features of objects in the environment. Talks about the differences between materials and changes they notice. Uses all their senses in hands-on exploration of natural materials. Knows that there are different countries in the world and talk about the differences they have experienced. Explores collections of materials with similar and/or different properties or seen in photos. Plants seeds and care for growing plants. Understands the key features of the life cycle of a plant and an animal. Begins to understand the need to respect and care for the natural environment and all living things. Talks about what they see, using a wide vocabulary.		Asks questions about aspects of my familiar world such as the place where I live or the natural world. Talk about some of the things I have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Starts to develop an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment	



Reception (4-5 years)

Understanding the World: Past and Present

- ELG:
- 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.

Language of sequencing:

First..., Next..., Then..., After that..., ...and then..., ...happened first, Next...happened, Then...happened, ...happened last, It is...because, It is ...

Language of hypothesis – a suggestion that tries to explain something, based on evidence

How do you know e.g. 'the porridge is hot?', it is ... because... I think ... because..., it will...because..., the...is...because..., What do you think? What will happen if?

Language of observation:

It is ..., It has...

Language of comparison:

It is different / They are different because It is not the same because...

It is the same because It looks the same because...

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Chronology & sequencing	Uses the environment (visual timetables) to sequence and discuss the day's structure using vocabulary now, next	Remembers and talks about significant events in own experiences.	Uses vocabulary; today, tomorrow and yesterday in the correct context	Recognises and describes special time or events for their family or friends	Shows and understanding of the passing of time through the cycle of plants, animals and minibeasts (Summer 2 – Linked with SCARF)	ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • 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.
		Talks about their immediate family	Knows the names of the days of the week and their order	Names the 4 seasons (Summer 2 – Linked with SCARF)	Orders and sequences pictorial representations of their daily routines or tasks based on experience	Sequences the basic stages of human life cycle (year 1) (Summer 2 – Linked with SCARF)	
			Understands their birthday celebrates the day they were born	Understands that some historical events were before them, their parents and their grandparents		Begins to organise / sequence their own ideas on a story map using story stems structure as support including the vocabulary; first, next after that and finally	
			Knows when their birthday is				
			Understands the generational relationships in a basic family tree including their mum, dad, siblings and grandparents				

Progression of Knowledge and Skills – Understanding the World

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
History	Historical enquiry	Takes an interest in and comments on unknown objects exploring their; textures, mass, moving parts ect. (guided through hypothesising function) Vocabulary: hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, winds, (add precise when sourced objects and seen opportunities)		Takes an interest in and comments on images of familiar situation from the past Hypothesises about the function of artefacts, based on creative ideas or past experiences Answers why questions about a text that has been read to them Engages in non-fiction books Listens to and talks about non-fiction books applying new knowledge and vocabulary			Justifies hypothesis regarding artefacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images or books	ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • 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.
	Similarities & difference	Knows people in the school environment and their roles: Head teacher, Site manager, Office manager, School cook ect. Takes an interest in the different roles of people who support their community and make observations about their roles, uniforms, transport. Understands that not everyone celebrates the same celebrations, but how we celebrate are similar		<u>Foci: Observation of difference</u>	<u>Foci: Observation of similarities</u>	<u>Foci: Observation of change over a period</u> Compares and contrasts the different stages in the life cycle of plants, animals and mini-beasts Compares and contrasts the basis stages of the human life cycle		

Progression of Knowledge and Skills – Understanding the World

Understanding the World: People, Culture and Communities

ELG:

- 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.

Language of observation:

It is ..., It has...

Language of comparison:

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	Notts Agreed Syllabus 2021-2026	F5 Belonging: Who are we and how do we belong?	F2 Which People are special and why? F4 What times are special and why? UC – Incarnation F2: Why do Christians perform nativity plays at Christmas?	F1 What stories are special and why?	F2 Which people are special and why? F4 What times are special and why? UC – Salvation F3: Why do Christians put a cross in an Easter garden?	F6 Our wonderful world: how can we care for living things and the Earth? UC Creation F1: Why is the word ‘God’ so important to Christians?	F3 What places are special and why?
	Cultural Understanding	Celebrates and comments on the visual differences (supported through similarities) between us all as a cohort.	Understands that not everyone celebrates the same festivals, but how we celebrate is similar: special foods, decorations, music, special clothes, gifts ect. Takes and interest in and comments on unknown objects, exploring their textures, mass, colour, moving parts, etc.	Knows that people have different beliefs and traditions the effect their lives Know that there is a link between stories and festivals: Diwali and The Story of Light, The Nativity Story, The Easter Story, Chinese New Year and The Great Race Answers and asks ‘why’ questions about text that has been read to them Engages in non-fiction books Listens to and talks about non-fiction books applying new knowledge and vocabulary	Knows the landmark buildings (including the places of worship) in the local environment and discuss their importance.	ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • 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; 	

Progression of Knowledge and Skills – Understanding the World

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Locational	Talks about their home and the places they go to in their immediate environment Describes the natural landscape of a biome (Arctic / Antarctic) Knows we have different environments in this country; water/sea, woods, beaches ect. Answers and asks 'why' questions		Creates different play environments – beach, city, forest ect in small world with support naming their features; trees, river, mountain ect. Engages in non-fiction books Listens to and talks about non-fiction books applying new knowledge and vocabulary	Knows that the country we live in is England Names some hot and cold countries Knows that different countries have different landscapes (biomes) Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages and culture (European)	Knows the landmark buildings (including the places of worship) in the local environment and discuss their importance.	ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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.
	Geographical knowledge	Knows that some places are far away, and we cannot walk there	Knows what a globe is and that it represents the world Knows the basic colour key on a map or globe, blue is the sea, green and brown is the land and white is the snow Creates own map of imaginary location using basic key: tree, sea, sand ect	Knows what an Island is Takes a personal interest in maps and globes asking questions to extend their knowledge Knows that there are many different countries in the world Knows some of the features of biomes (tundra, desert, forest, grassland/savannah, oceans)	Draws own plans/maps of immediate environment		
	Similarities and difference	<u>Foci: Observation of difference</u> Discuss the differences between a biome with an extreme climate (Arctic / Antarctic) and that of Bunny / Nottingham	<u>Foci: Immediate observations</u> Make observations of landscapes in photos, books and videos	<u>Foci Observation of similarities</u> Makes links between their knowledge of biomes to classify animals Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England.	<u>Foci: Application of observation</u> Makes inferences about locations in books based on previous knowledge or experiences: Clothing worn Buildings Foods Weather Animals Landscapes		

Progression of Knowledge and Skills – Understanding the World

Understanding the World: The Natural World

ELG:

- 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.

Language of observation:

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Language of comparison:

It is different / They are different because It is not the same because...

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Language of prediction:

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Working scientifically	Shows curiosity in the environment around them inside and outdoor.	Comments on unknown objects, based on their own exploration. Observes and talks about the changes over a period (melting)	Takes part in simple set up experiments led by an adult (floating and sinking) discussing the difference in the objects Makes simple predictions with support	Carries out simple set up experiments (sorting materials) that enables them to talk about similarities – classifying.	Selects equipment to help them follow their own enquiry of interest for example, which minibeasts live in the playground? Records observations in a number of ways; drawings, written work, photographs	<p>ELG: <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • 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.
	Similarities & difference / change	<u>Foci: immediate observations</u> Says what they can hear, see and feel whilst outside	<u>Foci: Observation of change</u> An immediate change, feeling the wind pick up, getting sunny Observes and talks about the changes in nature they notice	<u>Foci: Observation of difference</u> Observation over a season Answers and asks 'why' questions Engages in non-fiction books Listens to and talks about non-fiction books applying new knowledge and vocabulary	<u>Foci Observation of similarities</u> Children use new knowledge to classify animals therefore highlighting their similarities. For example, carnivore dinosaurs all have sharp claws and teeth Understands animals have similar features to live in the specific habitat e.g. camouflage, fur, to protect them from the cold ect.	<u>Foci: Observation of change over a period</u> Records observations to go back and discuss changes. Shows an understanding of the passing of time through the life cycle of plants, animals and minibeasts. Sequences the basic stages of the human life cycle.	