



Ettington Primary School EYFS Progression Document

Understanding the World



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 the difference between the past, present and future Know who is in my family and their names Know living things change over time Know some of the roles of different adults in my community do and why they are important Know some festivals that are celebrated annually Know that events in the past affect my life today. Know and recall past events in my own life. Know that people in my family have a past. Know some events/stories happened in the past. Know the names of some significant people from the past. Know that Ettington is in England, which is part of the United Kingdom Know that Ettington is a village Know some of the features and landmarks in different places around the world. Know London is the capital city of England. Know that different places exist outside of our local area and I can travel to them on holiday. Know I can use maps, photos and books to find out about where I live and other places in the world. Know that different people in my community believe and celebrate different things Know what a Christian is and that they celebrate Christmas, Lent and Easter.	Know that celebrations have similarities and differences Know that life between families, communities and countries can be similar and different. Know there are 4 seasons and the characteristics of each. Know that humans can impact the environment and other life and know some ways that we can help Know the names of some materials and some similarities and differences between them. Know what a plant needs to grow Know water can freeze when cold and turn into ice and melt when hot and turn back into water. Know some materials create shadows, are magnetic and can sink and float. Know that food can decay and grow mould. Know the function of technology and how operate age appropriate technology. Know that using technology is not always safe and I need to follow rules I am given Know some ways to keep myself safe when using technology	Talk, describe, recall, name, explain, sequence, order, compare, notice, explore, recognise, retell, act out, use senses, draw, ask questions, operate, model, programme, follow, investigate, observe, investigate, sort, clasify, measure, record, communicate.

Characteristics of effective learning that are relevant

Playing and Exploring

- Communicate my interests
- Act out my experiences with others
- Use my experiences in my play
- Try new things
- Take risks
- Tackle tasks that might be difficult.
- Explore and investigate

Active Learning

- Notice something in more detail
- Persevere
- Be resilient
- Talk about how I feel when I've achieved something
- Talk about when I feel proud

Creating and Thinking Critically

- Think of my own ideas
- Make decisions
- Talk about problems I encounter and how to solve them.
- Talk about my thinking and ideas.
- Change my approach where necessary

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, including the seasons and changing states of matter.

Understanding the World
Past and Present

2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Recognises themselves in photographs • Knows that they were once a baby, with adult support.	• Talks about something they have done recently, with adult support. • Knows that they have grown and changed since they were a baby.	• Talks about something that happened recently or in the past, with increasing confidence.	• Knows that they themselves have a past — they were once a baby. • Talks about their own recent experience with a familiar adult. • Shows interest in a photograph of themselves as a baby. • Knows that families have their own stories and memories. • Talks about a member of their family. • Begins to use the word 'baby' or 'grown-up' to describe change over time.	• Knows that some things happened before now, and some things are happening now. • Talks about something that happened earlier that day or week. • Begins to understand the word 'yesterday' in a familiar context. • Understands that photographs can show us what happened before. • Looks at and comments on a photograph of themselves as a baby or toddler. • Begins to use simple time words (before, after) with adult modelling.	• Knows that objects and toys can be old or new. • Compares an old toy or object with a similar one used today, with adult support. • Talks about something they did 'a long time ago' (in their own timeframe). • Knows that their own life has a past that can be talked about, remembered and shown through photographs. • Talks about their own experiences and memories with growing detail. • Shows an interest in photographs of themselves and their family from the past.	• Knows that some things happened in the past. • Knows that family members have different ages and experiences. • Knows that the past is different from now. • Knows that people's lives change as they grow. • Knows that stories and pictures can show events from long ago. • Know that they have grown and changed since they were a baby. • Talks about their own past experiences and memories. • Begins to sequence personal events (baby, toddler, now at school). • Looks at and comments on photographs from their own past. • Knows that people in their family have their own past experiences and memories. • Talks about similarities and	• Knows that objects, clothing and buildings can tell us about the past. • Knows that people lived differently in different times. • Knows that objects and tools from the past can look different from those we use today. • Understands that the past can be explored through photographs, objects and stories. • Handles and comments on objects from the past. • Compares objects or images from past and present. • Begins to ask questions about why things have changed. • Some people from the past have made a difference to how we live today. • Knows that we can find out about the past through different sources. • Talks about a significant person from the past and what they did.	• Knows how to talk about similarities and differences between the past and now. • Knows how to describe changes in their own life and the lives of others. • Understands that events can be placed in sequence from longest ago to most recent. • Sequences events or objects on a simple timeline. • Talks about the difference between past and present with growing confidence. • Makes connections between past events and life today. • Talks about the lives of people around them and their roles in society. • Comments on images of familiar situations in the past. • Knows that some things were different in the past and some things have stayed the same.

						differences between their own life and of family members in past. • Begins to understand that some things happened 'long time ago'. • Engages with stories and events from recent past.	• Compares life in the past and present using a range of sources. • Uses language of time (before, after, a long time ago, recently).	
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Understanding the World
People, Culture and Communities

2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Recognises familiar people and begins to talk about people who are important to them. • Knows that they are part of a family and talks about people in their family • Recognises familiar places in their immediate environment, such as home and preschool the shop • Shows interest in familiar celebrations and special occasions.	• Begins to notice that people may look different from one another. • Shows interest in different types of homes and places where people live. • Talks about their family, home and experiences with increasing confidence.	• Recognises that families can be different and that people may have different traditions and ways of living. • Talks about some familiar people who help us in our community, such as firefighters, doctors and police officers.	• Knows that they belong to a family. • Talks about who is in their family. • Recognises familiar adults in their setting. • Understands that people they know have different jobs and roles. • Talks about a job someone they know does. • Shows interest in the lives of people who are important to them.	• Knows that families can look different from one another. • Notices that another child's family looks different from their own. • Talks about their own home and family with growing confidence. • Knows that communities are made up of lots of different people. • Talks about somewhere familiar in their local area. • Shows interest in a familiar place beyond their own home.	• Knows that people celebrate in different ways. • Shows interest in a story or image of a celebration different from their own. • Talks about a celebration or special time in their own life. • Knows that they belong to a family and a wider community, and other people's families and communities may look different from their own. • Talks about their own family, home and community with confidence. • Shows interest in the lives of people beyond their own immediate experience.	• Knows that families can be similar or different. • Knows that people live in different homes and places. • Knows that some places are special to them. • Knows that people celebrate different events and traditions. • Knows that communities have shared places (shops, parks, schools). • Knows that maps represent places. • Knows that they belong to a family and a community. • Understands that families can look different but share common features. • Talks about own family and community. • Begins to explore immediate environment and community. • Knows that people in our	• Knows that people live in different countries and cultures. • Knows that places have different features (town, countryside, coast). • Knows that people across the world live in different ways. • Knows that there are different festivals, traditions and celebrations in different cultures. • Explores stories, images and non-fiction texts about people from different cultures. • Talks about similarities and differences between their own life and lives in other places. • Begins to show respect for differences between people. • Knows that places in our world can be	• Knows how to describe their immediate environment. • Knows how to talk about different cultures, traditions and places. • Knows how to understand similarities and differences between life in this country and others. • People have different beliefs, values and ways of celebrating. • Talks about significant events, festivals or celebrations from different cultures. • Recognises and respects people have different beliefs and traditions. • Makes connections between own experience and that of others. • Knows that they are part of a wider world community.

						community have different roles. • Knows that communities are made up of different people. • Talk about people in their community and the jobs they do. • Explores role play linked to community roles. • Begins to recognise similarities and differences between themselves and others.	located on maps and globes. • Knows that the world is made up of different countries and environments. • Looks at maps, globes and images of places around the world. • Talks about similarities and differences between familiar and unfamiliar places. • Explores non-fiction texts about different places and cultures.	• Understands that similarities and differences helps us respect and celebrate diversity. • Knows some similarities and differences between different religious and cultural communities in UK & the wider world. • Shows curiosity about people and communities beyond own experience. • Talks about own identity and community.
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Understanding the World
The Natural World

2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
- Shows curiosity about the natural world and enjoys exploring outdoors. - Explores natural materials such as leaves, sticks, stones, mud and water. - Begins to notice changes in the weather, such as rain, wind and sunshine. - Uses their senses to explore the world around them. - Shows interest in insects and small creatures they find outdoors.	- Recognises some familiar plants, flowers and animals. - Begins to notice simple changes in the natural environment, such as new leaves, flowers or warmer weather. - Explores natural materials using their senses and begins to describe them using simple words. - Starts to show interest in where animals live and what they need. - Begins to understand that plants and animals are living things that need care.	- Notifies change in plants and animals as they grow and change. - Begins to talk about the different environments where animals and plants can be found. - Explores how natural materials are different, using words such as rough, smooth, wet, dry, hard, cold and soft. - Shows care and concern for plants, animals and their natural environment.	- Knows that the outdoor environment is full of things to explore. - Explores the outdoor area using their senses. - Comments on something they notice outdoors. - Knows that living things like animals and plants can be observed. - Shows interest in an animal or plant they encounter. - Notifies a simple seasonal change (leaves falling, getting colder).	- Knows that materials feel different from one another (hard, soft, rough, smooth). - Explores and compares natural materials using their senses. - Uses a simple describing word for a material they are exploring. - Knows that plants grow and change over time. - Observes a plant or seed growing over time. - Talks about what they notice as something grows or changes.	- Knows that some things float and some things sink. - Explores floating and sinking during water play, without yet predicting. - Comments on what happens when an object is placed in water. - Knows that the natural world can be explored, noticed and talked about using our senses. - Explores the natural world with curiosity, commenting on what they notice. - Shows care for a living thing they have observed or helped look after.	- Knows the natural world contains plants, animals, weather and seasons. - Explores the outdoor environment with curiosity. - Talks about what they observe using their senses. - Notifies changes in the natural world (leaves falling, weather changing). - Begins to ask questions about what they see. - Knows that living things have needs (food, water, shelter). - Understands that seasonal changes can be observed and described. - Identifies and talks about features of living things. - Begins to compare animals and plants. - Describes what they observe in the natural world using growing scientific vocabulary.	- Knows materials have different properties (hard, soft, smooth, rough, flexible, rigid). - Understands that objects and materials can be compared and sorted. - Knows that forces can push, pull and move things. - Explores and investigates properties of different materials. - Sorts and classifies objects by their properties. - Begins to explore simple forces (pushing, pulling, rolling, floating, sinking). - Knows that plants and animals change as they grow. - Knows that different habitats support different animals and plants. - Observes and talks about the growth of plants. - Talks about different habitats and the animals and plants found there.	- Knows that changes can be observed over time (melting, dissolving, growing). - Makes predictions and tests simple ideas. - Observes and talks about changes over time. - Uses scientific language to describe what they notice and wonder. - Explores the natural world, making observations and drawing plants and animals. - Knows some similarities and differences between the natural world around them and contrasting environments. - Understands some important processes and changes, including the seasons and why they change. - Knows that living things go through life cycles. - Explores life cycles through stories, non-fiction and observation.

