

Woodside Primary School

Reception

Progression of Understanding the World skills

Development matters	Early learning goals
<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none">• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Draw information from a simple map.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Recognise some environments that are different to the one in which they live.• Understand the effect of changing seasons on the natural world around them.	<p>Past and Present</p> <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. <p>People, Culture and Communities</p> <ul style="list-style-type: none">• 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. <p>The Natural World</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.

Below shows the progression of skills that build towards the Understanding the World Early Learning Goals.

Past and Present							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>Talk about themselves and their family.</p> <p>Shows interest in different occupations/talks about different jobs.</p>	To talk about the the people around us.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas).		<p>To discuss their own life-story.</p> <p>To know how I have changed.</p>	<p>To know about figures from the past (Neil Armstrong and Tim Peake)</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning-Palaeontologist)</p>	To observe changes to modes of transport using photos as a stimulus.	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

People, Culture and Communities							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
To know the name of the town the school is in.	To know about family structures.	To talk about how Hindus celebrate Diwali.	To know that there are many	To know that Christians celebrate Easter.		To know that simple symbols are used to identify	Describe their immediate environment using knowledge from observation, discussion,

<p>To know about features of the immediate environment.</p> <p>To talk about who is part of their family.</p>	<p>To identify similarities and differences between themselves and peers.</p> <p>To know about people who help us within the local community.</p> <p>To name parts of our body.</p>	<p>To talk about the Christmas Story and how it is celebrated.</p> <p>To know that people around the world have different religions.</p>	<p>countries around the world.</p> <p>To talk about Chinese New Year.</p>			<p>features on a map</p>	<p>stories, non-fiction, texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
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The Natural World							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>To respect and care for the natural environments.</p> <p>To talk about what they can see/hear.</p>	<p>To ask questions about the natural environment.</p>	<p>To know about and recognise the signs of Autumn.</p>	<p>To know about and recognise the signs of Winter.</p> <p>To know some important processes and changes in the natural world including states of</p>	<p>To know about and recognise the signs of Spring.</p> <p>To know what a plant needs to grow.</p> <p>To recognise parts of a plant.</p>	<p>To observe the growth of seeds and talk about changes.</p> <p>To know some important processes and changes in the natural world</p>	<p>To know about and recognise the signs of Summer.</p> <p>To understand the concept of floating and sinking.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting</p>

			<p>matter. (freezing).</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>To learn about lifecycles of plants and animals.</p> <p>To know that some animals are nocturnal.</p>	<p>including states of matter. (melting).</p> <p>To be able to name farm animals and their babies.</p>		<p>environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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