



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

Skills Progression and Assessment Document for Understanding the World

The purpose of this document is to support the planning and assessment of Understanding the World, ensuring full coverage of the curriculum and opportunities to scaffold and challenge learning.

The Early Years Foundation Stage

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.

Early Learning Goals

1.7 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

1.9 Instead, the ELGs should support teachers⁸ to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

1.10 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Statutory Framework September 2021

ELG: Past and Present

Children at the expected level of development will:

- 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.

ELG: People, Culture 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 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.

ELG: The Natural World

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.

Skills Progression						
Curriculum link		Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
History links	Past & Present	- Become familiar with the routine of the nursery day.	- Can talk about past and upcoming events with their immediate family.	- Can talk about members of immediate family in more detail - Use words associated with the past including yesterday, last week, last year - Share their memories of significant events in their own lives. - Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.	- Talk about things that have changed. - Begin to put these events in order - Begin to put events in order. - Talk about the order of events in a range of familiar stories. - Recognise language in stories that shows the story happened in the past. - Ask questions about a stimulus e.g. a story, picture or artefact.	- Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented. - Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. - Place events and artefacts in order on a time line. - Label time lines with words or phrases such as past, present, older and newer.

						- Recount changes that have occurred in their own lives. - Use dates where appropriate. - Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. - Show an understanding of the concept of nation and a nation's history. - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
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Geography links	The natural world	- Explore and respond to different natural phenomena in their setting and on trips. - Explore natural materials, indoors and outside. - Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during the different seasons.	- Talk about what they see, using a wide vocabulary. - Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	- Recognise elements of their environment that are manmade and natural - Talk about how some environments are different from the one in which they live drawing on knowledge from non-fiction books which show contrasting environments.	- Know where they live - Know how they travel to school - Talk about some of the differences they notice when they are in different places - Talk about places when looking at books and watching tv/videos - Talking about places they have been to - Talk about places in stories - Using language that relates to place. - Ask simple questions about locations using visual stimuli's - Experience and explore a range of maps. - Observe, describe and discuss the weather day to day.	- Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place?) - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features. - Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's continents and oceans. - Understand geographical similarities and differences through studying the human and physical
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						geography of a small area of the United Kingdom and a contrasting non-European country. - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold area of the world in relation to the equator and the North and South Poles. - Identify land use around the school.
	People, culture and communities	Also in RE links - Beginning to talk about their immediate family naming members of their family and pets. - Can briefly talk about some members of their family and make connections between the features of their family and other families e.g. headscarves, hair, skin tone - Notice difference between people.	Also in RE links - Continue to develop positive attitudes about the differences between people. - Know there are different countries in the world and talk about the differences they have experienced or seen in books and photos. - Shows an interest in different occupations (nurse, doctor, police, fire...) - Is able to discuss different occupations of family members. - Knows what a map is used for.	- Know that we live in Winchester which is in England. - Talks about a wider range of occupations (electrician, plumber etc). - Identifies features on a simple map (trees, house, river, mountain).	- Make maps from stories. - Follow simple maps in play. - Can briefly explain the difference between human and physical features.	- Use basic language vocabulary to refer to: - Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. -Key human features, including: city, town, village, factory, farm, house, office and shop. - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. - Devise a simple map, and use and construct basic symbols in a key. Use simple grid references. (A1, B1).

RE links	People, culture and communities	Also in Geography links - Beginning to talk about their immediate family naming members of their family and pets. - Can briefly talk about some members of their family and make connections between the features of their family and other families e.g. headscarfs, hair, skin tone - Notice difference between people.	Also in Geography links - Continue to develop positive attitudes about the differences between people. - Know there are different countries in the world and talk about the differences they have experienced or seen in books and photos. - Shows an interest in different occupations (nurse, doctor, police, fire...) - Is able to discuss different occupations of family members.	- To know that different people have different times of celebration - To understand that different people have different ways of celebrating major events - Understand that some places are special to members of the community. - To enjoy joining in with family customs and routines - To be able to express some of their own families' customs and traditions	Foundation Stage (Year R) children in general will engage with aspects of Christianity and the other religion being explored in Key Stage 1. In Year R and Key Stage 1, children will first have opportunities to respond to their experience of concepts that are common to all people. - To know that different people have different faiths - To know that some stories come from different holy books, and to express ideas in response to those stories - To know that people of all faiths can and do live well alongside each other - To know that different people have a range of different ways of showing their beliefs, including prayers and worship - To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions	At Key Stage 1 children are required to study Christianity and one other religion. In Year R and Key Stage 1, children will first have opportunities to respond to their experience of concepts that are common to all people. - Children in Key Stage 1 will continue to explore and reflect on their own way of life and feelings about this and also continue developing an understanding of religious and non-religious ways of living. They should continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions. - Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to attend to other people's experiences of concepts found in religious and non-religious ways of life. - At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to
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						all people (concepts that are common to all people), where children will engage within their own experience. These concepts are also evident in religious ways of life, for example happy, sad, remembering and thanking. - At Key Stage 1 children will be introduced to terms specific to religions (eg Shabbat) but the focus for enquiry into concepts will be rooted in in their own experience (for example, celebrating is the focus concept but Shabbat is a Jewish example of this).
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Computing	To understand computer systems and networks	-	-	- Awareness of different technologies in and out of school	- writing and research information - Awareness of input and outputs of devices - Can use technology to express creatively and constructively	Year 1 - Identify a computer - Turn a computer on - Use a trackpad to click and drag, open a program and create a picture - Use a keyboard to save my work, write my name and move the cursor (using arrow keys) - Change the look of text Year 2 - Know why computers are used in school - Know why computers are used out of school
	To creating media To make and persevere To collaborate	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Use a range of small tools, including scissors, paint brushes and cutlery;	Join different materials and explore different textures.	- Create collaboratively, sharing ideas, resources and skills.	- Explore how things work - Share their creations, explaining the process they have used; -	Year 1 - Use paint to create a picture and explain your choices Year 2 - Take a photograph - change a photograph - explain your choices for improving and editing a photograph using pixlr.com/x/ or pixlr app - Use https://musiclab.chromeexperiments.com/ to create and evaluate music

	To program (tinker To use algorithms and decomposition) To think logically	- Explore cause and effect e.g. pressing a lever. - Make independent choices - Respond to new experiences that you bring to their attention	- Review their progress as they try to achieve a goal. Check how well they are doing.	-	- Awareness of the cause and effect of technology - Awareness of digital storage of information- photography, digital	- Give a command - Follow a command - Put together a set of commands in a sequence - Use an algorithm to create a program - Test a program - Create and debug your own program - Create a program for a purpose - Know that program order is important
	To organise data and information (find patterns /To abstract ideas)	-	-	-	-	- Group objects - Compare groups of objects - To make a pictogram
	To know how to use technology safely	- Work and play cooperatively and take turns with others;	-	-	-	- To know the rules for computer safety – - Don't share your passwords - Only go in the apps you have been told to. - Only use computers when sitting down - Use two hands to carry a computer - Take turns and share - Tell a trusted adult if something makes you unsure - Know why we have rules for using

MFL		- In the Early Years staff will use vocabulary from children's home language to support them in school, for example, greeting them in their home language. - In Year R children will learn greetings using languages from children in the school and countries studied. - When possible children will be exposed to other languages through staff knowledge and visitors.	-Learn some greetings in different languages -Learn days of the week song -Begin to learn vocabulary for colours and numbers (to 10) - Begin to recognise some words matched to vocabulary learnt - Have an awareness of other countries and cultures - Respond to any EAL in class
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Science	Working Scientifically	-	- Talk about what they see, using a wide vocabulary.	- Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	- To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them - To compare objects in their environment and talk about similarities and differences - To ask questions about the world around them, and seek to find their own answers	- Ask simple questions. -Observe closely, using simple equipment. -Perform simple tests. -Identify and classify -Use observations and ideas to suggest answers to questions. -Gather and record data to help in answering questions.
	Plants	- Understands the difference between plants and animals	- Plants seeds and cares for growing plants with support - Understand the key features of the life cycle of a plant. - Begin to understand the need to respect and care for the natural environment and all living things.	- Can say how to look after plants so that they will grow	- To know what a plant is - To know what a flower is - To know where you see plants - To describe different plants and flowers	-Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. -Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. -Observe and describe how seeds and bulbs grow into mature plants. -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
	Animals including humans	-	- Understand the key features of the life cycle of an animal. - Begin to understand the need to respect and care for the	- Can explain the life cycle of a frog and a butterfly	- To know what an animal is - To recognise and name a variety of different animals	-Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.

			natural environment and all living things.		- To know the names of different body parts of humans and animals they have experience of	-Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). -Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense. -Notice that animals, including humans, have offspring which grow into adults. -Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). -Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.
	Everyday materials	- Explore collections of materials - Explore natural materials, indoors and outdoors	- Uses all their senses in hands-on exploration of natural materials - Explore collections of materials, identifying similar and different properties - Explore and talk about different forces they can feel.	- To describe how different objects look and feel	- To recognise that different everyday objects are made from different materials	-Distinguish between an object and the material from which it is made. -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. -Describe the simple physical properties of a

			- Talks about differences between materials and changes they notice.			variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their physical properties. -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.
	Seasonal Change	- Explore and respond to natural phenomena at school and on trips - Understands that the weather changes	- Can identify what you need to wear for each season and why	- Understand the effect of changing seasons on the natural world around them. - Names and orders seasons and can identify key features of each season. - To observe changes in trees and plants as the seasons progress	- To know about different types of weather - Can talk about their observations of the trees in the school grounds during the different seasons.	