

Understanding the World

ELG

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, 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.

	Nursery On Entry	End of Autumn term	End of Spring term	End of nursery/start of reception	End of Autumn term Reception	End of Spring term Reception	End of Reception	Links to KS1 curriculum
Past and Present	<p>All About Me Able to say who they are.</p> <p>Able to say what they like.</p> <p>Comments on key people in their lives.</p> <p>Make connections and comments about similarities and differences with their family and other families.</p>	<p>All About Me Can talk about things they have done at home.</p> <p>Make representations of themselves and close family members.</p> <p>Comments on characters in stories.</p>	<p>My Family Can talk a little about members of their own family. (in little detail)</p> <p>Compare a picture of themselves as a baby compared to now.</p>	<p>Family Celebrations Retell a simple story about a family event in the past.</p>	<p>Family and Celebrations Can talk about past and future things they are going to do with their families.</p> <p>Comment on familiar situations in the past e.g. Birthday celebrations</p> <p>Begin to use historical vocabulary (A long time ago, yesterday, before, When I was...)</p> <p>Sequence events that happen in the school day.</p>	<p>History of Me Sequence people e.g. baby, toddler, child etc...</p> <p>Can look at pictures in the past and explain what they see.</p> <p>Retell stories about things they have done in the past with some historical language.</p> <p>Talk about what they might do in the future.</p>	<p>Living in the past Sequence events that happen in their own lives.</p> <p>Compare what they can do now that they couldn't do as a baby.</p> <p>Can talk about how life was different in the past to how it is</p> <p>Compare and contrast characters from stories, sharing similarities and differences. now.</p> <p>Compare and contrast key figures or periods of time from the past.</p>	<p>Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.</p> <p>Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The wider world – Geography</p>	<p>Knows that they live in a flat/house etc... Can describe their house</p>	<p>Can talk about features of their own homes.</p>	<p>Can talk about what they see in their own environment at school and at home using a wide range of vocabulary,</p>	<p>Can talk about local environments and what they see e.g. the park etc... Knows what a map is- this could be a pirate map</p>	<p>Can talk about how home may be different in different countries. Can talk about the similarities and differences between local places.</p>	<p>Recognise that some environments are different to the one they live in. Can talk about what daily life is like in the UK . Can talk about the similarities and differences between home in the UK and home in different countries.</p>	<p>Using pictures- can talk about how different parts of the world are similar and different. Begin to discuss (as a class) human and physical change in the world around them. Can talk about how life may be different for other children in different places in the world.</p>	<p>Use basic geographical vocabulary to refer to physical and human changes. Use world maps to identify countries. Name and locate the four countries and capital cities of the U.K. Compare the UK with a contrasting country.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">People, Culture and Communities</p>	<p>Makes a representation of their house. Notices differences between people.</p>	<p>Uses role play to explore a range of occupations such as emergency services. Makes similarities and differences between their own home and other places. Talk and comment about differences between people positively. Share books with an adult about diversity. Share stories from religious faiths.</p>	<p>Talks about holidays or places they have visited. Name places- there own special places. Take part in celebrations and festivals- engaging in role play, use of props and puppets and storytelling.</p>	<p>Able to say their name and where they live. Identify similarities and differences between different occupations. Engage with cultural and religious communities through their celebrations. Name some special places.</p>	<p>Can talk about different jobs and the people who help us. Compare special places of religious significance.</p>	<p>Can talk about who to call in an emergency. Is able to talk about occupations of their own families. Retell stories from different religions. Talk about key features of sacred or holy places.</p>	<p>Can talk about and notice similarities and differences between jobs. Comment on similarities and differences between their lives and the lives of peers.</p>	

<p style="text-align: center;">The Natural World (Science)</p>	<p>Can identify a plant and an animal.</p> <p>Can talk about the weather they have experienced on holiday (if abroad). Was it different to our weather? Use home links if children have lived or family live in India/Africa/Asia what is the weather like there? Is it different?</p> <p>Explores materials.</p> <p>Engages in small world play.</p>	<p>Can talk about the clothes you might need to wear in certain weathers.</p> <p>Explores toys with cogs, latches, magnetic tiles. Talks about how they work.</p> <p>Talks about what they see, smell, hear, taste, touch.</p> <p>Names animals and knows what sound they make.</p>	<p>Can talk about some things that plants needs to survive e.g. water.</p> <p>Can tell you what seasons you would need to wear a sun hat, woolly hat etc...</p> <p>Takes care of a seed they have planted.</p> <p>Has caterpillars and watches them grown and change. Can talk about the life cycle of a butterfly.</p>	<p>Can talk about the differences in materials.</p> <p>Can name their five senses (may need some reminding).</p> <p>Explores the push and pull force.</p> <p>Can talk name some of the seasons.</p>	<p>Explores magnets.</p> <p>Talks about changes in seasons. Can talk about how and when things grow. (this will be done in each season).</p> <p>Can order the seasons.</p>	<p>Simply explores Gravity (simple experiment).</p> <p>Can show respect to the environment and shows care and concern for living things.</p>	<p>Begin to discuss (as a class) human and physical change in the world around them.</p> <p>Can talk about their five senses.</p> <p>Can talk about the word around them (both local and outside the U.K).</p> <p>Can talk about simple life cycles.</p> <p>Can name what plants need to survive and can explain why.</p>	<p>Explores the world around them ,asking how and why questions.</p> <p>Decides how to sort and classify objects. Notices Links between cause and effect (speed, shape, direction and magnetism)</p> <p>Identify seasonal and weather patterns.</p> <p>Observe the natural and humanly constructed world around them.</p>
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<p>Computing.</p>	<p>Can play with toys that have buttons.</p>	<p>Can play simple games on the IWB when it is already setup.</p>	<p>Can drag things on the IWB.</p>	<p>Can take photos on the ipads</p>	<p>Can record a video on the IPAD Can programme beebots</p>	<p>Understands we can use the internet to find out information. Can play games on the IPADS</p>	<p>Can use tools on the IWB such a pens, rubber, shapes etc... Can changes games on the computer independently. Understands a range of technology.</p>	<p>Beginning to write simple algorithms and understands they need to use precise instructions. Beginning to write and test simple programs. Uses logical reasoning to make predictions. Recognises the use of technology outside the classroom. Can start to locate keys on a physical keyboard. With support, can log into a device with own username and password. The pupil can use technology safely and respectfully.</p>
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