

United Learning

EYFS Curriculum: Progress

Understanding the World



Understanding the World

		UW
Development Matters N3/4	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Development Matters Reception	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • 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. • Explore the natural world around them. 	<ul style="list-style-type: none"> • 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. • 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.
ELG	<p>ELG: Past and Present Children at the expected level of development will:</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>ELG: The Natural World Children at the expected level of development will:</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. 	<p>ELG: People, Culture and Communities Children at the expected level of development will:</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.

Understanding the World: Development Milestones

Milestones for Continuous Provision/Medium Term Plans	
Past and Present- Family and Community	Past and Present-Change and Historical Importance
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Say who lives in their house • Name their immediate family • Mimic familiar adults engaged in everyday tasks • Talk about roles of the adults they live with • Name and talk about their extended family • Talk freely about family and home life. • Show an interest in occupations linked to transport and farms. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Talk about how they have changed from being a baby. • Say how children and adults are different. • Recall special times, such as birthdays they remember in their life.
<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Talk about the occupations of people they live with. • Name and talk about their extended family • Discuss different occupations of family members and people who are known to them. • Ask questions to find out more about different occupations. <p>Talk confidently about the lives of their immediate and extended family, and people who are important to them in their community.</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Comment on historical characters they see in books. • Distinguish between past and present when looking at photographs, objects and books. • Compare characters in book, including those from past. • Talk about similarities and difference between past and present when looking at photographs of their locality. <p>Compare characters, places and objects from the past, sharing similarities and differences that they notice.</p>

Understanding the World: Development Milestones

Milestones for Continuous Provision/Medium Term Plans	
Geography	RE and Culture
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Tell you something about where they live <i>e.g the number of their house, the street where they live, something that is near their house.</i> • Talks about features of their immediate environment. • Talk about how different environments are different when looking at photographs and books. • Show an interest in looking at maps and globes. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Talk about recent experiences in their own lives. • Talk about how they celebrate special days such as their birthday. • Know there are differences between different individuals and families. • Develop positive attitudes about differences between people.
<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Talk about their own immediate environment and how environments in other parts of the world differ <i>e.g are hotter or colder.</i> • Use geographical words <i>e.g forest, beach, mountain</i> when looking at physical features of different landscapes. • Understand that a map is a drawing from above. • Draw imaginary maps as part of their play. • Find features of their environment on a simple map or oblique aerial photograph. <p>Talk about and compare their immediate environment and different environments they have been taught about, using some accurate geographical vocabulary.</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Talk about what they celebrate. • Comment on pictures of festivals celebrated by others. • Talk about similarities and differences between their experiences and those of others from different religious groups and cultures. <p>Develop positive attitudes to the similarities and differences between different religious and cultural communities in this country and join in shared celebrations.</p>

Understanding the World: Development Milestones

Milestones for Continuous Provision/Medium Term Plans	
Science-The Natural World	Science-Forces and Materials
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Use their senses in hands on exploration. • Sort clothing to wear in different climates/ types of weather. • Dress appropriately to go outside in wet, cold and windy weather. • Match animals to their young. • Plant seeds and look after growing plants with support. • Identify that certain animals live in different environments. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Use their senses in hands on exploration. • Explore and talk about different forces they can feel. • Sort collections of materials with similar and/or different properties • Begin to use vocabulary such as hard, soft, rough, smooth, heavy, light, springy, firm, shiny or dull to describe materials.
<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Identify some key signs of each season. • Can talk about what a plant needs to survive • Care for the natural world and living things. • Sequences and talk about the life cycles of living things. • Talk about changes they observe e.g. melting and freezing, cooking. • Describe some the effects of changing seasons on the natural world. • Begin to understand what they can do to help the environment. <p>Explore, make observations, and ask questions about the natural world, gaining a developing understanding of important processes and changes they observe.</p>	<p>Children in Reception will:</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel when exploring forces and materials. • Talk about changes they observe e.g. melting and freezing, cooking. <p>Use accurate vocabulary to describe the properties of materials and talk about forces they have experienced.</p>