



EYFS Progression of skills and assessment checkpoints - **Understanding the World.**

Past and Present		People, Culture and Communities			The Natural World	
Past and Present						
Birth-Three . Make connections between the features of their family and other families. . Notice differences between people.		Three- Four Years . Begin to make sense of their own life-story and family history.		Reception . Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past		Writing- ELG . . Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG • Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG
Finding out about the Past. Comparing to the present.	I am beginning to make sense of my own life-story and family history.	I can comment on fictional/historical figures or familiar objects or situations from the past.	I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past	I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.	I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present. I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG	
Sequences in time- Family History	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.	I can sequence family members according to their age. I can explain who they are and the key differences in what they can and can not do.	I understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life.	I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG
Sequences in time- Vocabulary	I can show some awareness of the time of day, e.g., dinnertime or bedtime.	I can use words to sequence, e.g. first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.	I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after.	I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year.	I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG

People, Culture and Communities

<p>Birth-Three . Make connections between the features of their family and other families. . Notice differences between people.</p>	<p>Three- Four Years . Show interest in different occupations. . 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.</p>	<p>Reception . Talk about members of their immediate family and community. . Name and describe people who are familiar to them. . 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. . Draw information from a simple map. . Recognise some environments that are different to the one in which they live.</p>	<p>Writing- ELG . . 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. UTW. PC&C.ELG . 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. UTW. PC&C.ELG . Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG</p>
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<p>Celebrations</p>	<p>I can comment on <u>recent</u> photographs of experiences in my own life, e.g., my visit to the seaside, park, or farm.</p>	<p>I can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.</p>	<p>I can comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, holidays, and day trips.</p>	<p>I can comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year.</p>	<p>I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events. I can talk about the experiences that others have in celebrating their special times.</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. UTW. PC&C.ELG</p>
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<p>Places of worship.</p>	<p>I know that there are places of worship near to where I live.</p>	<p>I know that there are different places of worship.</p>	<p>I can name different religious places of worship. I can name the Church, chapel and the Mandir.</p>	<p>I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship.</p>	<p>I can recognise, name, and describe different religious places.</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. UTW. PC&C.ELG</p>
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<p>Beliefs</p>	<p>I know and can talk about things that I believe.</p>	<p>I know that there are differences in what people believe.</p>	<p>I am developing a positive attitude in understanding about the differences between people.</p>	<p>I can show a positive attitude in talking about and explaining the differences between people.</p>	<p>I can comment on the differences between people's beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion.</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. UTW. PC&C.ELG . 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. UTW. PC&C.ELG</p>
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<p>Homes</p>	<p>I know what type of home I live in, e.g., house, bungalow or flat.</p>	<p>I can explain key features of my home and the homes of others.</p>	<p>I know that different countries have different homes.</p>	<p>I can compare different types of homes in my own country.</p>	<p>I can compare different types of homes in other countries.</p>	<p>I can 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. UTW. PC&C.ELG</p>
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Features of places.	I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom	I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.	I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences. E.g comparing Messingham to London or Cleethorpes.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can 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. UTW. PC&C.ELG
Using maps and following directions.	I can identify and name a simple map. I know that a map has places/features on and what it is used for. I can follow some positional language such as near, next to, in front of.	I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains. I know that directions can be followed and lead to different places I know that directions can be verbal, pictorial or written	I know that the pictures, symbols, and words on a map represent objects that usually do not move. I can follow simple directions (Up, down, left/right, forwards/backwards) I can follow directions using a small toy. I can direct my friend from point A to B using positional language.	I can draw and create my own maps using real objects, and/or pictures and symbols. I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.	I can find the UK on a simple map. I can find the land and sea on a map. I can follow a simple map in of a familiar place (in real-life) finding and naming features. I can locate items on the map.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can 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. UTW. PC&C.ELG
Naming places.	I can talk about my home, e.g., what it looks like, and its name, its number or position.	I can talk about and name the places where I live, e.g., Messingham or Scunthorpe. I know that more than one home/house is in a village or town.	I am beginning to recall my address such as the name or number, the road/street and the village/town.	I can identify and name the country that I live in. I show an understanding that not all countries in the world are the same. I begin to talk about the differences.	I can talk about and name the four countries of the United Kingdom I can compare and say what is the same/different about a countries physical or human geography.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can 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. UTW. PC&C.ELG
Human Geography	I can talk about what daily life is like in our country.	I can talk about how daily life may be different for other children.	I can make comparisons between daily life for children in different countries.	I can compare daily life in the UK with a contrasting country.	I can 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. UTW. PC&C.ELG	
The Natural World						

<p>Birth-Three</p> <ul style="list-style-type: none"> . Repeat actions that have an effect. . Explore materials with different properties. . Explore natural materials, indoors and outside. 	<p>Three- Four Years</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> . Explore collections of materials with similar and/or different properties. . Talk about what they see, using a wide vocabulary. . Explore how things work. . Plant seeds and care for growing plants. . 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. . Explore and talk about different forces they can feel. . Talk about the differences between materials and changes they notice. 			<p>Reception</p> <ul style="list-style-type: none"> . Explore the natural world around them. . Describe what they see, hear and feel whilst outside. . Understand the effect of changing seasons on the natural world around them. 	<p>Writing- ELG .</p> <ul style="list-style-type: none"> . Explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG . 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. UTW. ELG . Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UTW. TNW.ELG 			
<p>Changes</p>	<p>I notice changes with some adult support. I can talk about what they see, using a basic vocabulary.</p>		<p>I show awareness of change, as I can talk about the differences between materials and changes that I notice using simple terms to describe.</p>	<p>. I understand that living things, objects and materials can change. I describe what I see, hear and feel whilst exploring inside and outside.</p>		<p>I understand through books and making close observations that living things and materials can change.</p>	<p>I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.</p>	
<p>Materials</p>	<p>I can talk about materials. (Collections of the same materials, e.g., shells, leaves) I can talk about what I can see.</p>	<p>I can explore collections of different materials with similar and different properties.</p> <p>I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support.</p>	<p>I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric.</p> <p>I can use language to describe common features of materials, e.g. colour, texture, size.</p>	<p>I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.</p>	<p>I can experiment with making changes to materials.</p> <p>I can ask and answer 'how' and 'why' questions, such as how things happened and how things work.</p> <p>I choose how I can classify objects according to their properties.</p>		<p>I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.</p> <p>I can explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG</p>	
<p>Forces and Movement</p>	<p>I can explore how things work.</p>	<p>I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls.</p>		<p>I can explore 'non-contact' forces such as gravity or magnetism.</p> <p>I describe what I see, hear and feel whilst exploring inside and outside.</p>		<p>I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism.</p> <p>I can describe and make comparisons.</p>		<p>I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.</p>
<p>Seasonal Change</p>	<p>I can talk about how the weather changes, and that different places/countries have different weather.</p>	<p>I can talk about some natural features that I see and feel during different seasons, including different weather.</p>	<p>I can name the four seasons. I can order the four seasons.</p>	<p>I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and</p>	<p>I notice and describe seasonal weather patterns.</p> <p>I can ask and answer 'how' and 'why' questions.</p>	<p>I understand some important processes and changes in the natural world around them, including the seasons. UTW.TNW.ELG.</p>		

	I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.	I can talk about the clothes that I need for different seasons/ weather and why.			some trees have no leaves in winter.		
Living things - Animals	I can name some animals correctly. I can use simple language to describe animals.	I can examine animals to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs.	I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats.	I make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles.	I understand how animals grow and change. UTW.TNW.E L GOAL. I can explore animals in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.	
Living things - Plants	I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size.	I can examine plants to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of plants. I can explain a simple lifecycle, E.g., sunflower, or oak tree.	I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats.	I make close observations of plants in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that plants change, and I explain a range of lifecycles.	I understand how plants grow and change. UTW.TNW.E L GOAL. I can explore plants in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.	
Living things - Conservation	I can show some awareness that living things need to be cared for and treated with respect.		I understand that living things need to be cared for and treated with respect.		I can show care and respect for living things.	I can show care and respect for living things and the environment in which they live.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.
Sound	I can talk about familiar sounds at home and school.	I understand that sounds can come from a range of sources.	I can identify and describe the source of a range of sounds.	I can explore how to change sounds. I can describe changes in sounds such as loud and quiet, tempo - fast or slow.	I can explain how and why sounds can be changed.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.	