Understanding the World Progression Overview

Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

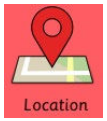
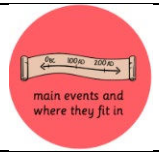
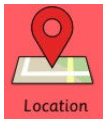
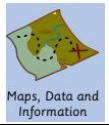
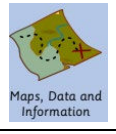
Intent Our children will leave EYFS at Dundry Primary with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment. Through their work our children will have experienced using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. The children will experience a broad selection of stories, non-fiction, poetry and rhymes, fostering their understanding of our culturally, socially, technologically and ecologically diverse world. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will have taken part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community (e.g. church and Forest School), as well as enjoyed visitors and school trips that enhanced their learning.

Implementation In Reception children learn about how family members lived in the past, as well as our local geographical area through our 'All about me' topic. Children experience the use of a range of equipment and sources (including maps) to enable them to find out and gather information which they then use to further their understanding and learning. Children find out and understand about different celebrations within other cultures and religions through our Terrific Tales topic. They have opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and take part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community (e.g. church) and Forest School sessions, as well as enjoying visitors and school trips that enhance their learning. Our R.E. lessons allow children to learn about Christianity and Hinduism in particular. Our children understand the natural changes that occur throughout the year, supported by daily routines and our topics of Terrific Tales and Come Outside topics.

Impact Our children will leave the EYFS with a firmer understanding and respect for people and communities and the world in which they live. Children understand the different roles people play within our society and will be confident to talk about families and friends. They will be observant, describing the changes they notice around them, and show care about their environment, understanding that they have an impact on the wider world.

Links with School's Big Ideas

Within the Understanding of the World curriculum, important metacognition and lifelong skills are developed. These key skills link with the school's progression documents in Science, Geography and History

Key Skills developed through UTW	Links to school's Big Ideas in H, G & Sc and Dundry Learning Powers
- Makes initial observations. Makes and compares obs over time	 
- Compares and identifies similarities, differences, patterns and changes (e.g. people, characters, places, countries, cultures, religions, living things)	
- Asks questions, investigates and solves problems	
- Uses a range of props, equipment, photos, books, websites, visits and visitors to research and find out information	
- Interprets a range of sources of information (e.g. maps, globes, photos)	
- Respects people, creatures and the natural environment	

Below shows the detailed progression of skills that build towards the UTW ELG.

Understanding the World Progression Overview

Baseline - Oct Check point 1 - December Check Point 2 – March Check Point 3 – May EYFSP – June

Past and Present

Big Ideas	All About Me	Understanding chronology
Preschool & Baseline (Oct)	- Can say who they are and who they live with - Enjoys joining in with family routines and customs - Ask questions about their family and where they live - Shows an interest in different occupations (ie through role playing as a vet)	- Shows an awareness of time (eg saying ' it's lunchtime next') - Talks about how things are changing in a season (eg' it's colder now') - Talks about how they have changed (' my jumper's too small for me now – I've got bigger')
YR CP1 (Dec)	- Describes who is in their family and discusses similarities, differences and changes (eg reflecting on things they can do now but couldn't before, food they like but others don't, notice someone has a new haircut etc) - Discusses different occupations of family members	- Can sequence family members by size and name (e.g. baby, child, adult) - Can talk about a past event in their life (e.g. a birthday, pre school, something they did over the summer). - Can talk about upcoming events in their life - knows they have grown from a baby into a child and that they will get older. - Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). - Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then - Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) - Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations - Talks about how some people in the past have shaped today (e.g. Guy Fawkes)
YR CP2 (March)	- Discusses how objects have changed since their parents and grandparents were children (eg phones tvs cars) - Talks about a wider range of occupations - Can describe similarities and differences between occupations	- Knows there are seasons that repeat and go in order - Know there are 7 days in a week and can name and order them - Uses words such as baby, child, teenage4r. adult, elderly to describe the age of people - Use past tense with increasing accuracy - knows names for baby animals and can match these to their adult
YR CP3 (May)	- Knows to call 999 in an emergency - Discuss how areas have changed from when older family members were young to now (eg new roads, new houses)	- Uses vocab – past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (ie different clothing, how to stay safe in the sun) - Knows there are 12 months in the year and names and orders - Knows that living things so not stay the same over time (life cycles, seasons, decay)
ELG	- Talk about the lives of the people around them and about their roles in society	- Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understands the past through settings, characters and events encountered in books read in class and story telling

Big Ideas	All About Me	Understanding chronology
	Provision Role Play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from relatives with diff occupations, or interesting stories, looking at objects from the past that relatives may have used. Good selection of fiction and non fiction texts	**Provision** Role play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from relatives with diff occupations, or interesting stories, looking at objects from the past that relatives may have used. Good selection of fiction and non fiction texts. Daily timetable and weather/season chart, birthday balloons
	Supporting texts Welcome to Our World by Moira Butterworth Once there were Giants by Martin Waddell Hair love by M Cherry & Vashti Harr My Great Grandpa by Martin Waddell A house that once was by Julie Fogliano New Baby by Sarah Shaffi et al The Building Boy by R Montgomery & D Litchfield Heather has 2 mummies by Lesley Newman So Much by Helen Oxenbury	**Supporting texts** Titch by Pat Hutchins Tree by P Hogarty Peepo by Alan Ahlberg The Great Race by Emily Hiles The Very Hungry Caterpillar by Eric Carle Poems about Seasons by Brian Moses The Growing story by R Krauss & H Oxenbury Percy Park Keeper books
	Links to Termly topics All about me Ticket to Ride Terrific Tales	**Links to Termly topics** Come outside All about me Under our feet (dinosaurs)

Understanding the World Progression Overview

Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

People, Culture and Communities

Big Ideas	Where I live	Cultures and Religions	My environment
Preschool & Baseline (Oct)	- Comments and asks questions about aspects of their familiar world such as the place they live or the natural world - Knows that there are different countries in the world - Talks about differences they have experienced or see in photos between countries - Uses all senses in hands on explorations - Explore materials with similar or different properties - Observe and identify features in the place they live - Talks about patterns they notice in the environment (eg brick, grates, bark rubbings) - Talks about features they like and dislike in their environment - Knows we live in England	- Begins to make sense of their own life and family history and beliefs. - Joins in with family customs and routines - Recognises and describes special time or events for family & friends - Knows some of the things that make them unique - Shows interest in the lives of people who are familiar to them - Can talk about some of the sim & diff in relation to friends & fam - Knows that some children do not enjoy the same things as them and are sensitive to this - Develops pos attitudes about differences between people - Understands that Christmas and Easter are celebration and are not celebrated by everyone,	- Shows interest in the lives of people who are familiar to them - Can talk about some of the sim & diff in relation to friends & fam - Joins in with family customs and routines - Develops pos attitudes about differences between people - Talks about some of the things they have observed in different places - Comments and asks questions about aspects of their familiar world, such as the place they live - Make imaginative and complex 'small world' with blocks and constructions, such as a city with different buildings and parks -Know we live in England
YR CP1 (Dec)	- Can say they live in Bristol or Dundry - Describe what they see, feel and hear when outside - Explores the natural world around then, commenting on colours, shapes, textures size etc - Understands that maps show where places are	- Understands that our class is made up of children who are all different, with diff backgrounds, homes, beliefs, colour skin, and that some of them have family in other countries. They realise that this make us all unique and interesting. - They may talk about visiting family if they live in diff country - If they have been abroad, they talk about their experiences. - Understands that the word 'Religion' means a belief in a God or Gods. - Understands that some places are special to members of the community. - Can identify dome Christian symbols - If they attend a place of worship, can they talk about when and why they go. - Understands why Christmas is celebrated and important to Christians. - Can retell the Christmas story - Realise that while most people in England celebrate Christmas, not all countries do.	- Talks about where they live in relation to the building, how busy the env is and describes what they can see. - Knows where they live and what type of building it is - Knows that every home has it's own address - Knows that there are more than one house in a village or town, and cities have lots - Knows there are different countries in the world - They may talk about visiting family if they live in diff country - If they have been abroad, they talk about their experiences. - Understands that maps show where places are - Can talk about how people live in a different country - Realise that while most people in England celebrate Christmas, not all countries do.

YR CP2 (March)	- Can simply explain what the difference is between physical and human features - Identifies features on a map-(river, mountain, tree, house) - Understands that signs and symbols can tell us about a place - Understands that we live in Bristol/Dundry and this is a smaller part of the country of England	- Can talk in detail about the celebration of Diwali - Can talk about the Chinese New Year - Understands that weddings can be very different in different cultures - Can talk about what happens when a baby is welcomed into religion - Understands why Christians celebrate Easter	- Understands that we live in Bristol/Dundry and this is a smaller part of the country of England - Understands a world map shows all the countries in the world and how these are represented by a colour and the sea if represented by another (usually blue) - Can talk about other countries – possibly represented in our class
YR CP3 (May)	- Can use local maps to locate objetcs/places they know - Can use a map to describe their journey to school - Use basic geographical vocab to refer to physical and human features - Can draw and create their own maps using real objects and or pictures and symbols - Can use directional language to describe ho to get to somewhere.	- Can talk about a different religion and how it differs to Christianity	- Can find England on a world map - Can talk about differences in celebrations, buildings, food and clothing when comparing China, India, and England-
ELG	Describe their immediate environment using knowledge from observations, 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 form stories, non-fiction text and when appropriate, maps
	Provision Maps of the local area including Google maps World maps and globes Forest School	**Provision** Multicultural provision – dolls, small world, role play, Visits from members of the community from diff faiths etc Visits to diff places of worship Pictures, books	**Provision** Maps, globes Pictures and artefacts and videos of life in other countries
	Supporting Texts Rosie's Walk by P Hutchins Going on a Bear Hunt – M Rosen What the Ladybird Heard by J Donaldson Tidy by Emily Garrett	**Supporting Texts** All about Diversity by Felicity Brooks The Great Race by Emily Hiles Rama and Sita by Malachy Doyle Let's Celebrate by Kate Depalma The Same but different by Molly Potter You are all welcome by A Penfold What happened to you? James Catchpole Golden domes and silver lanterns by Hena Khan The Katha Chest by Radiah Chowdhury	**Supporting Texts** Last Stop on Market Street by Matt de la Pena Handa's Surprise - Here we are by Oliver Jeffers Cities of the world by Josie Portillo How cities work by James Gulliver Hancock
	Links to Termly topics All about me, Our wonderful World	**Links to Termly topics** All about me, Terrific Tales	**Links to Termly topics** All about me, Our wonderful World

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Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

The Natural World

Big Ideas	Living things	Environments & Habitats	Processes & Changes
Preschool & Baseline (Oct)	- Know that some things are living and others are non-living - Begins to understand the need to respect and care for the natural word and living things - Explores the natural world around them using their 5 senses - Talks about patterns they notice in their environment - Explores collection of materials with similar and diff properties - Talks about features they like and dislike in their environment - Asks questions about what they have observed Can plant a seed - Knows hoe to look after a planted seed so it can grow - Understands the key features	- Explore the natural environment around them -Asks questions about what they have observed - Talks about holidays they have had	Explore collections of materials with similar/ different properties - Talk about the differences between materials and the changes they notice (ice, cooking) - Explores different forces and how things work (e.g. pulling and pushing, stretching, snapping, displacing water when pushing things into it) - Asks questions about what they have observed - Understands the key features of the life cycle of a butterfly
YR CP1 (Dec)	- Explores collections of materials, identifying similar and different properties - Can name their five senses - Discusses how to care for living things and their habitats - Uses vocabulary 'trunk', 'buds' - Looks at and discusses the features of hedgehogs and understands the word 'hibernation'. - Can answer questions about what they have observed	- Can talk about the environment around them - Can talk about the environment in India -Can describe how the natural environment in India is different to ours. - Can answer questions about what they have observed - Knows what the word habitat means	- Explores the natural environment around them - Talks about changes that happen in the natural environment during Autumn and Winter - Can talk about how and why ice is formed - Observes and discusses natural processes such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a showdown, a magnet attracting an object and a boat floating on water. - Can answer questions about what they have observed - Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc) - Can explain what the word 'nocturnal' means - Talks about how we can be safe in the dark

Big Ideas	Living things	Environments & Habitats	Processes & Changes
YR CP2 (March)	- Knows most plants start growing from a seed or bulb - Knows plants need water, warmth and light to grow and survive - Knows how to find out information about nocturnal animals and can share this, demonstrating their understanding. - Looks carefully at plants, talking about what shapes and colours they can see. - Makes observations about shapes and colours and tries to record these through drawings. - Knows names for baby animals and can match these to their adult. - Looks at animal key stages of development from birth to adult This check point will need to be used slightly later in the year, in combination with planting project	- Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, minibeasts) - Can talk about differences in environment when comparing China, India, and England - Can talk about how different animals live in different climates (e.g. pandas live in China)	- Knows there are seasons that repeat and go in order - Talks about changes that happen in the natural environment during the Spring - Knows names for baby animals and can match these to their adult. - Looks at animal key stages of development from birth to adult - Knows that the length of day and night changes depending on the season
YR CP3 (May)	- Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly - Knows a see produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight - Can use a range of equipment such as pooters, magnifying glasses	- Can talk about different natural environments around the world that have specific characteristics such as deserts, forests, islands - Knows that the weather can be different in different countries. - Expresses opinions on natural and built environments, using vocabulary such as 'busy', 'quiet', 'pollution' - Can talk about underwater worlds and how these are habitats for different creatures depending on where they are in the world - Shows understanding of how humans can impact the environment (e.g. buildings, pollution) and what we can do to help.	- Uses vocabulary past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun) - Knows there are 12 months in a year and the names and order of these. - Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time). - Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly
ELG	Explore the natural world around them, making observations and drawings 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

Big Ideas	Living things	Environments & Habitats	Processes & Changes
	Provision Mud Kitchen and gardening resources Forest School School garden Magnifying glasses etc for investigation Church grounds Tadpoles / caterpillars to watch grow	**Provision** Role play areas Small World Resources Photos, books and videos to support learning about environments	**Provision** Forest School Investigation resources – magnets, material etc Cooking Playdough
	Supporting Texts 10 seeds by Ruth Brown Tree by P Hogarty Ben Plants a Butterfly Garden by Kate Perry The Tiny Seed by Eric Carle Titch by Pat Hutchins Eddie's Garden How to Make Things Grow by S Garland	**Supporting Texts** Monkey Puzzle by Julia Donaldson Rumble in the Jungle by Giles Andreae Walking Through the Jungle by S Blackstone We All Went on Safari: A Counting Journey Through Tanzania by Laurie Kreb Handa's Surprise by Eileen Browne We're Going on a Lion Hunt by David Axtell The Great Paper Caper by O Jeffers	**Supporting Texts** The very Hungry Caterpillar by Eric Carle Tree by P Hogarty A butterfly is patient by Diana Hutts My butterfly bouquet by N Davies, H Peck Bug Hotel by Libby Walden etc The Squirrel's Busy year by Martin Jenkins
	Links to Termly topics Come Outside Our Wonderful World	**Links to Termly topics** Come Outside Our Wonderful World Under our feet Terrific Tales	**Links to Termly topics** Terrific Tales Under our feet Come outside Our Wonderful World