



EYFS Understanding the World Progression of Knowledge & Skills

Statutory Guidance from the EYFS Framework for Understanding the World:

It 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.

This document maps out the progression of Knowledge and Skills for Comprehension, Word Reading and Writing for children at St. Gregory's Catholic Primary School. Knowledge and Skills for 2-3 years old children have been included throughout to help staff to meet the children where they are developmentally, as we know that not all children progress at the same speed and some children may still be working at this level when they join us in Nursery.

Literacy Early Learning Goals:

Past and Present ELG:

- Talk about the lives of 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 and Communities ELG:

- 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 ELG:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.



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- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Calendar Celebrations & Experiences:	Starting School 3 rd September 2025, Harvest, Autumn September - November Diwali 20 th October 2025,	Halloween 31 st October 2025, Bonfire Night 5 th November 2025, Remembrance Day 11 th November 2025, Christmas 25 th December 2025	New Year 1 st January 2026 Valentine's Day 14 th February 2026 Pancake Day 17 th February 2026,	Chinese New Year 17 th February – 3 rd March World Book Day 5 th March 2026, Mother's Day 15 th March 2026, St. Patrick's Day 17 th March 2026, Eid 20 th March Easter 5 th April 2026	Earth Day 22 nd April 2026, St. George's Day 23 rd April 2026, Cinco de Mayo 5 th May 2026, day	World Cup 11 th June – 29 th July 2026 Father's Day 21 st June 2026, Wimbledon 29 th June-12 th July



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Past & Present Progression of Knowledge and Skills 2-3years Nursery						
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
<p>*Begin to talk about familiar people and things that happen in their daily routine.</p> <p>*Start to use simple time language such as “now,” “later,” and “after.”</p> <p>*Recall and respond to familiar experiences (“We went to the park.”).</p>	<p>*Talk about special events that happened recently (birthdays, parties).</p> <p>*Use the past tense in simple sentences (“We made cake,” “We went shop.”).</p> <p>*Recognise that some celebrations happen every year.</p>	<p>*Talk about familiar events that happened before (“The doctor checked my arm”).</p> <p>*Begin to recognise that some things looked or worked differently “a long time ago.”</p> <p>*Notice changes in objects or tools (old vs new toys, clothes, phones).</p>	<p>*Begin to talk about how they have changed (baby → child).</p> <p>*Recognise that living things grow and change over time.</p> <p>*Use sequencing language like “first,” “then,” “next” when talking about routines.</p>	<p>*Talk about places they have been before (park, shop, grandparents’ house).</p> <p>*Recall memories of outings or trips using photos or props.</p> <p>*Recognise that other people live in different places.</p>	<p>*Reflect on things they have done at nursery and what they enjoyed most.</p> <p>*Notice how they and others have grown or changed (“I’m bigger now”).</p> <p>*Begin to understand “before” and “after” in stories and routines.</p>	<p>*Recall and talk about familiar experiences and people.</p> <p>*Notice changes over time — in people, seasons, and living things.</p>
Past & Present Progression of Knowledge and Skills 3 – 4 years Nursery						
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
INTENT						
<p>*Talk about themselves and their own experiences, such as things they have</p>	<p>* Begin to use the past tense when talking about experiences, even if</p>	<p>*Begin to notice that things were different in the past, such as toys.</p>	<p>*Notice that living things change over time.</p>	<p>* Talk about past family holidays, outings, or journeys in simple terms.</p>	<p>* Can talk about how they have grown and changed.</p>	<p>*Talk about their own experiences and familiar</p>



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<p>done or places they have been.</p> <p>*Begin to talk about people who are important to them,</p> <p>including family members, friends, and familiar adults.</p> <p>*Notice and begin to talk about differences in age within their family.</p>	<p>not always accurately.</p> <p>*Talk about special events that happened recently, sometimes using simple time words.</p> <p>*Start to recognise that certain celebrations happen at particular times of the year eg: Christmas in winter.</p>	<p>*Spot simple differences between old and new objects or ways of doing things; eg: horse-drawn carts vs cars.</p> <p>*Start to use simple language to talk about change, such as "then" and "now," often prompted by adults.</p>	<p>*Can talk about how they themselves are growing and changing.</p> <p>*Use simple sequencing language with support, like "first... then..."</p>	<p>*Notice that other people live in different places, even far away.</p> <p>*Begin to understand that some places</p> <p>may have looked different in the past, using simple observations or pictures.</p>	<p>*Can recognise simple life stages, such as baby → toddler → child, often in relation to themselves or family.</p> <p>*Talk about recent experiences and events in school or at home, using simple sequencing "first... then..."</p> <p>*Can use basic time-related words, such as "before" and "now."</p>	<p>events from the recent past.</p> <p>*Recall special moments shared with family or friends and name important people in their lives.</p> <p>*Show an early awareness that they have grown and changed since they were younger.</p>
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IMPLEMENTATION

<p>Encourage children to share weekend news.</p> <p>Children talk about the people who are important and special to them and what they do.</p> <p>Family role play.</p> <p>Look at photos of family members of different ages, pointing out children, parents, and grandparents.</p> <p>Age Sorting; provide pictures of</p>	<p>Visual time table and class calendar highlighting key celebrations and events.</p> <p>Daily Reflections: At the end of the day, ask children to recall something that happened: "What did you do this morning?"</p> <p>Seasonal stories and songs to link celebrations to times</p>	<p>Old vs new transport show and talk about images of old fashioned and modern day transport looking at past/present than and now. Place images on a simple time line. Guided Questions: prompt children with phrases like, "what</p>	<p>Plant Growth Observation: Children plant seeds or bulbs and track growth with drawings, photos, or simple charts.</p> <p>Animal Growth Stories.</p> <p>Observation Walks: Take children outside to observe plants, trees, or animals and discuss changes.</p> <p>Height Chart.</p> <p>Recall things the</p>	<p>Holiday/outing retelling: Invite children to bring a photo or draw a picture of a place they have visited. Encourage them to share simple details like "I went to..." or "we saw..."</p> <p>Small-World Play: Provide cars, trains, buses, and play landscapes. Encourage children to act out journeys and talk about where they "went".</p> <p>Globe, map and atlas exploration.</p>	<p>Refer back to height chart.</p> <p>Children look back at photos of themselves across life stages and put them in order.</p> <p>Storybooks: Use books that show characters growing up eg: animal life cycles or human development).</p> <p>Continue daily routine sequencing.</p>	<p>* Notice and talk about simple changes around them (<i>e.g. plants growing, weather, seasons</i>).</p> <p>*Sequence very simple events using words such as "first" and "then".</p> <p>*Recognise basic differences between things from the past and</p>
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<p>people at different ages and encourage children to order them from youngest to oldest. Children to bring in baby photographs and talk about how they have changed since they were born.</p>	<p>of year "It's winter, so we have Christmas". Seasonal Activities: Children make decorations or crafts linked to celebrations and seasons, reinforcing the connection.</p>	<p>did people do then? What do we do now?"</p>	<p>children can do now that they couldn't when they first started nursery. After reading a story, ask children to retell events using "first... then...finally..." Children describe or order their day: "First we eat breakfast, then we play, then we read a story." Activity sequencing during hands-on activities (planting seeds)</p>		<p>Continue story retelling: retelling the main events using "first... then...". During cooking, planting, or craft activities, guide children to describe the steps. Use "before and now" photos of the classroom, children, or familiar places to reinforce vocabulary. Refer to visual time table to recall the day "before lunch," "after outdoor play," etc. Ask about past events: "Before you came to school, what did you do?" "What are you doing now?"</p>	<p>today (e.g. old and new toys, clothes or transport). * Begin to understand that families and celebrations may be different for other people.</p>
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Past & Present						
Progression of Knowledge and Skills						
4 – 5 years - Reception						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
INTENT						
<p>*Begin to talk about their own life and past experiences.</p> <p>*Begin to talk about the lives of people around them (family, friends, teachers).</p> <p>*Understand that family members may be from different generations (e.g. grandparents are older)</p>	<p>*Use past tense when describing experiences (“We went to the fireworks”).</p> <p>*Talk about special events that happened recently or “a long time ago.”</p> <p>*Recognise that celebrations happen at particular times of the year.</p>	<p>*Recognise that the past is different from today.</p> <p>*Compare old-fashioned and modern roles, tools, and transport.</p> <p>*Begin to use “then” and “now” language to describe change.</p>	<p>*Understand that living things change over time.</p> <p>*Begin to talk about how they themselves have grown and changed.</p> <p>*Use sequencing language (“first it was a seed, then it grew”).</p>	<p>*Talk about past family holidays, outings, or journeys.</p> <p>*Recognise that other people live in different parts of the world.</p> <p>*Understand that places may have looked different in the past.</p>	<p>*Reflect on how they have grown and changed since starting school.</p> <p>*Sequence key life stages (baby → toddler → child → adult).</p> <p>*Talk about their memories from Reception and what they look forward to next.</p> <p>*Begin to use time vocabulary — past, present, future.</p>	<p>*Talk about the lives of people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
IMPLEMENTATION						
<p>*Draw pictures of themselves and talk about them.</p> <p>*Talk about what they would like to be when they grow up.</p> <p>*Talk about the people in their family and create a simple family tree.</p>	<p>*Bonfire night – when does it happen? Why?</p> <p>*Remembrance Day – why do we remember? How do we behave?</p> <p>*Read “The Journey” by Neil Griffiths or “Mr</p>	<p>*Show short clips about the first moon landing (Apollo 11, 1969) and modern missions (SpaceX, Artemis, ISS).</p> <p>*Use side-by-side pictures: old rockets and space suits vs. modern ones. Children</p>	<p>*Read “A Seed in Need” or “The Tiny Seed” by Eric Carle.</p> <p>*Children plant their own sunflower or bean seed in clear pots.</p> <p>*Observe over several weeks — record</p>	<p>*Set up a <i>Memory Table</i> with familiar objects: bus ticket, map, postcard, bucket & spade, toy car, shopping bag.</p> <p>* Invite children to handle each prop and recall where they might have used it.</p>	<p>*Sequence photos of humans at different stages in their lives.</p> <p>*Look back on our floor books and our photo albums to talk about our favourite memories. How have we changed since these photographs were taken?</p>	



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<p>*Read Love Makes a Family.</p>	<p><i>Gumpy's Outing</i> by John Burningham.</p> <p>*Discuss how the characters travelled and where they went.</p> <p>*Invite children to share a personal travel memory: "We went on the bus to Nana's," "We went on a plane in the summer."</p> <p>*Record their statements using speech bubbles, display a "Where We've Been" map.</p>	<p>discuss what looks <i>different</i> — "Then they had big helmets," "Now rockets are faster." *Show Neil Armstrong and Tim Peake.</p> <p>*Create a "Then and Now" sorting chart for photos of space tools and transport.</p> <p>*Role play Spacesuits</p> <p>*Small world space scenes for storytelling.</p>	<p>changes using drawings or photos.</p> <p>*Introduce sequencing cards (seed → shoot → stem → flower → seed again).</p> <p>*Read <i>"The Very Hungry Caterpillar."</i> Use props or puppets to retell the story together, emphasising sequencing language: "First he was an egg... then he was a caterpillar... next he made a cocoon..."</p> <p>*Create a group life cycle display with drawings and labels.</p> <p>*Invite children to bring or share baby photos (or teacher-provided anonymous baby pics). Compare physical changes — "I was small, now I am tall!"</p> <p>*Create a "Then and Now" display with self-portraits and labels. Use simple timelines</p>	<p>"I used that at the beach!" "We take this to the shop."</p> <p>☑ Encourage use of <i>past tense</i>: "I went to the zoo."</p> <p>☑ Extend by adding class trip photos or videos for discussion.</p>		
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			with photos — baby → toddler → now.			
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People, Culture & Communities
 Progression of Knowledge and Skills
 2-3years Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
<p>*Recognise family members and know who is important to them.</p> <p>*Begin to notice similarities and differences between themselves and others.</p> <p>*Show awareness of belonging to their family and nursery community.</p>	<p>*Experience and talk about family and nursery celebrations (birthdays, Diwali, Christmas).</p> <p>*Begin to show curiosity about how other families celebrate special occasions.</p> <p>*Recognise that people have different customs, foods, and decorations.</p>	<p>*Learn about people who help us — doctors, firefighters, teachers, postal workers.</p> <p>*Recognise that different people have different jobs and roles.</p> <p>*Show curiosity about what adults do and why (“What’s that for?”).</p>	<p>*Show care and concern for living things (plants, pets, insects).</p> <p>*Begin to understand that people help things grow (watering, feeding).</p> <p>*Talk about family or community experiences of Spring (gardening, visiting parks).</p>	<p>*Begin to notice that people live in different types of homes or environments.</p> <p>*Explore simple maps and globes with adult support.</p> <p>*Show curiosity about new places and transport (“Go on bus?” “Big plane!”).</p>	<p>*Talk about familiar friends and staff as part of their community.</p> <p>*Show interest in moving on to a new group, room, or nursery class.</p> <p>*Revisit favourite experiences and routines, showing understanding of transition.</p>	<p>*Recognise that families and communities can be different.</p> <p>*Notice changes over time — in people, seasons, and living things.</p>



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People, Culture & Communities Progression of Knowledge and Skills 3 – 4 years Nursery

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
INTENT						
<p>*Talk about members of their immediate family and other familiar adults.</p> <p>*Begin to notice similarities and differences between themselves and others.</p> <p>*Identify and describe familiar places, such as home or classroom.</p> <p>*Discuss familiar routines and roles at home or in school, often with adult support.</p> <p>*Begin to recognise people who help us in our community, such as nurses, firefighters.</p> <p>*Begin to understand that</p>	<p>* Begin to notice and talk about different celebrations and special events, including those in their own family.</p> <p>*Show curiosity about how other people live and celebrate.</p> <p>*Begin to recognise that people may have different beliefs, traditions, or ways of celebrating.</p> <p>*Talk about special family traditions and events in simple terms.</p>	<p>* Show respect and appreciation for people who help others, often through conversation, role play, or drawings.</p> <p>*Begin to ask simple “how” and “why” questions about real-world events, with adult support.</p>	<p>* Begin to show care and concern for living things, such as plants.</p> <p>*Begin to notice that humans and animals need food, water, and care to survive.</p> <p>*Talk simply about ways we can look after the natural world (e.g., watering plants, feeding pets, recycling with support).</p>	<p>* Explore simple maps and globes with adult support to locate familiar places, such as their classroom, home, or local area.</p> <p>*Talk about different environments they know, like city streets, beaches, parks, or forests.</p> <p>*Begin to notice differences in people’s lives around the world, such as homes, food, clothes, and weather.</p> <p>*Start to understand that we need to care for the environment, looking after plants and animals.</p>	<p>*Talk about their immediate family, friends, and familiar people in their community.</p> <p>*Begin to notice that people have different homes, cultures, or family traditions.</p> <p>*Show curiosity about the world beyond their immediate experience, asking simple questions about people, places, or events.</p> <p>*Begin to express feelings about new experiences or changes in routine, with adult support.</p>	<p>*Talk about the people who are important to them and simple family routines.</p> <p>*Show awareness that families, celebrations and traditions may be different for others.</p> <p>*Talk about places they have been and recognise familiar features of their community.</p> <p>*Show interest in the roles of people who help them.</p> <p>*Notice and talk about living things and how they can help care for them.</p>



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people have different roles in the community.						*Talk about similarities and simple differences in how people live.
IMPLEMENTATION						
<p>Circle time discussions, children bring photos of their family to talk about.</p> <p>Family role play in the home corner, small world dolls house with dolls and furniture.</p> <p>Stories linked to different families and people who help us.</p> <p>Children look in mirrors, notice features of their appearance; hair/eye colour and compare to others.</p> <p>Go on a journey around our classroom/ create a classroom map.</p> <p>Use of a daily visual time table.</p> <p>Dress up role play.</p>	<p>Stories about various celebrations, family traditions; birthdays, Christmas, Easter, Diwali etc.</p> <p>Highlight different celebrations and special events throughout the year on the class calendar.</p> <p>Interactive stories/videos of different celebrations and traditions.</p>	<p>Circle time discussions on the people who help us in school, at home and in our community.</p> <p>Discuss ways we can show thanks.</p> <p>Story-based inquiry: read stories/ watch short videos and encourage questions; "why did the firefighter put out the fire?" "how did the doctor help the sick child?"</p> <p>Science and observation activities; daily observations; plant growth, weather changes with prompts; "why do you think this happens?" or "how does this work?"</p>	<p>Classroom Plants: Children plant seeds in small pots or a garden and track growth over time. Shared responsibility for watering or observing plants.</p> <p>Nature Walks: Go on short walks to observe plants and animals, discussing how they grow and what they need.</p> <p>Children share responsibility for helping to care for our class rabbit; changing bedding, replenishing food.</p> <p>Shared garden activities; pulling out weeds, clearing leaves etc.</p>	<p>Maps, atlas's and globes for children to explore.</p> <p>Circle time discussion: Ask children to describe familiar environments: "What is the beach like?" "What do you see in the park?"</p> <p>Picture Sorting: Show images of city streets, beaches, parks, and forests; let children sort them and discuss differences.</p> <p>Outdoor Exploration: walks around the school grounds to observe the environment firsthand.</p> <p>Stories and videos showing children in different countries, their homes, clothes, and food.</p>	<p>Circle time Sharing: children bring photos or talk about family; have any of our families changed; new baby/pet etc.</p> <p>Family and community role play.</p> <p>Storybooks & Discussions on different families and traditions.</p> <p>Story and discussion: use videos and stories about children living in other countries, encouraging "how" and "why" questions. Circle time discussion; use feelings cards to support talking about emotions related to changes; new classroom, new teacher etc.</p>	



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				Continue classroom plant watering or caring for the rabbit. Talk about how rubbish affects animals and plants, using simple examples.	Storytelling; read books about change and ask children how characters might feel.	
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EYFS Understanding the World Progression of Knowledge & Skills

People, Culture & Communities Progression of Knowledge and Skills 4 – 5 years - Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
INTENT						
<p>*Talk about members of their immediate family and community.</p> <p>*Recognise similarities and differences between themselves and others (appearance, interests, traditions).</p> <p>*Identify and describe familiar places (home, classroom, local park, playground).</p> <p>*Discuss familiar routines and roles in school and at home.</p>	<p>*Learn about and compare different celebrations and traditions (Diwali, Christmas, Bonfire Night, Hanukkah).</p> <p>*Show curiosity about how other people live and celebrate.</p> <p>*Recognise that people's beliefs and customs may be different from their own.</p> <p>*Talk about special family traditions and events.</p>	<p>*Identify and talk about people who help us (nurse, firefighter, postal worker, dentist).</p> <p>*Understand that people have different roles in the community.</p> <p>*Show respect and appreciation for those who help others.</p> <p>*Begin to ask and answer "how" and "why" questions about real-world events.</p>	<p>*Show care and concern for living things (plants, pets, caterpillars).</p> <p>*Understand that humans and animals need food, water, and care to survive.</p> <p>*Talk about ways people look after the natural world.</p>	<p>*Explore maps and globes to locate familiar places (the UK, other countries).</p> <p>*Talk about different environments (city, beach, countryside, forest).</p> <p>*Compare ways of life around the world — homes, food, clothes, weather.</p> <p>*Begin to understand environmental responsibility (recycling, caring for animals).</p>	<p>*Revisit and consolidate understanding of families, cultures, and communities.</p> <p>*Show curiosity about the world beyond Reception — Year 1, new teachers, new friends.</p> <p>*Express confidence and positivity about transitions and change.</p>	<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps..</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.</p>
IMPLEMENTATION						
<p>*Look at myself in a mirror. What is special about me?</p> <p>*Look at photographs of the local area.</p> <p>*Discuss the different people in our</p>	<p>*Diwali – make Rangoli patterns, Diya lamps out of clay and read Binny's Diwali. See Drawing Club work.</p>	<p>*People who help us – invite people into school from the local community.</p>	<p>See above, P&P. Talk about what the seed needs to survive and what the caterpillar needs to survive. Grow a seed and care for caterpillar's</p>	<p>*Read Rosie's Walk and We're Going on a Bear Hunt. Use large paper or floor mats to draw simple maps of the local area or "My Journey to School." Label key features — house, park, road, shop,</p>	<p>Transition based activities. See P&P above and NW below.</p>	<p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>



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<p>community and the jobs they do. How do they help us? – Provide role play. *Look at maps of where my school is. *Talk about your journey to school - what do you pass? Who do you see? *</p>	<p>*Christmas – does everybody celebrate Christmas? How do you celebrate? What is Hannukah?</p>			<p>school. Add toy cars or figures to act out journeys. Encourage talk: “First I go past the park, then I turn at the shop.”</p> <p>*Create a “Travel Agents” role play area with brochures, maps, and postcards. Add dress-up clothes and small world models from different cultures (igloos, huts, apartments, etc.).</p> <p>*Encourage conversations: “Some people live near the sea,” “Some live in tall buildings.”</p> <p>*Introduce simple globe or map exploration: “Where do you think this house might be?”</p> <p>*Using the world map from Autumn 2 – Add to it <input type="checkbox"/> Display a world map or UK map. Invite children to mark where they or relatives have lived, visited, or come from. Talk about differences – “That’s far away,” “It’s hot there,” “They have different houses.”</p>	<p>texts and – when appropriate – maps.</p>
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				*Use this to link to festivals, foods, and celebrations around the world.		
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The Natural World

Progression of Knowledge and Skills

2 – 3 years Nursery

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Explore the outdoor area using senses — noticing colours, textures, and sounds. *Begin to identify familiar natural features (trees, grass, sky). *Show curiosity about the weather and seasonal changes in early Autumn.	*Notice how the environment changes during Autumn and Winter. *Explore light and dark through sensory play (torches, lanterns, shadows). *Begin to use words like “cold,” “wet,” and “dark” to describe weather.	*Explore tools and materials safely (sponges, brushes, containers). *Begin to notice materials with different purposes (waterproof coat, soft blanket). *Talk about why things are used in certain ways (“Boots for rain,” “Hat for cold”).	*Observe plants and animals closely, describing simple features (leaf, stem, legs). *Explore soil, seeds, and water through sensory play. *Notice changes — buds growing, flowers opening, days getting longer.	*Explore natural features of the world — sand, sea, forest, garden. *Talk about animals they might see in different environments. *Begin to understand simple ways to care for the world (“Put rubbish in bin”).	*Notice changes in Summer — sunshine, warmth, flowers, insects. *Explore water and outdoor environments confidently. *Revisit care routines for plants and animals — noticing growth or changes over time.	*Notice changes over time — in people, seasons, and living things. *Explore, describe, and show curiosity about the natural world

The Natural World

Progression of Knowledge and Skills

3 – 4 years Nursery

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>End of Stage</u>
*Begin to observe and talk about features of their immediate	*Begin to notice and talk about changes in the weather as Autumn	* Explore tools and materials safely, such as sponges, brushes, and containers.	*Begin to observe plants and animals closely, noticing simple features and changes.	* Begin to notice and describe different environments, such as hot/cold, wet/dry.	* Begin to observe Summer changes, such as longer days, warmer weather.	*Talk about features of their immediate environment and



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<p>environment (classroom, garden, playground)</p> <p>* Begin to talk about seasonal changes in Autumn, including weather, falling leaves, and changes in clothing.</p> <p>*Use simple vocabulary to describe what they see, hear, and feel outside.</p>	<p>turns to Winter (It is getting colder).</p> <p>*Explore seasonal materials such as frost, ice, puddles and fallen leaves.</p> <p>* Use their senses to explore natural materials, such as frost, ice, leaves.</p>	<p>*Begin to notice that materials have different purposes eg: waterproof coat, soft blanket.</p> <p>*Talk simply about why things are used in certain ways “boots for rain,” “hat for cold”.</p>	<p>* Talk about what living things need to grow, such as sunlight and water.</p> <p>*Explore simple life cycles of plants and animals, such as seeds growing into plants or caterpillars turning into butterflies.</p> <p>*Notice and talk about changes in Spring, including buds, nests, and warming weather.</p>	<p>Talk simply about weather and how it affects living things “It rains, plants get wet”.</p> <p>*Explore a range of natural materials.</p> <p>*Begin to notice that people’s actions can change the environment, with adult support.</p>	<p>*Notice that environments and habitats can change over the year.</p> <p>*Begin to revisit simple scientific concepts, like growth and change in plants and animals.</p> <p>*Show curiosity about the natural world and start to understand the need to care for it.</p>	<p>things they notice outdoors.</p> <p>*Observe simple changes across the seasons and describe weather in basic terms.</p> <p>*Explore natural materials using their senses and describe simple properties.</p> <p>*Show interest in plants, animals and living things, noticing how they grow and change.</p>
IMPLEMENTATION						
<p>Nature walks looking for signs of autumn and changes within our natural environment. Use of open ended questions to encourage children to talk about what they see, hear, feel. Collect leaves to sort, compare and talk about.</p>	<p>Daily weather Observation encouraging children to talk about what they notice. Collect and find natural objects to explore including ice/frost when possible.</p>	<p>Exploration trays with tools and materials for open ended exploration. Encourage children to observe and talk about materials and their use using questions and modelling vocabulary; “What is this used for?” “When do we wear this?” etc.</p>	<p>Nature/observation walks encouraging children to look closely for detail, modelling descriptive language; “the leaf is green and smooth.” ‘Living eggs’ experience. Caterpillars to observe in class. Books/songs linked to life cycles including ‘The Very Hungry Caterpillar’. Take photographs, encourage mark making to record</p>	<p>Continue daily weather observations. Model and encourage children to make comments on what they notice; “It rains, plants get wet.” “The sun is shining, flowers are open.” “The wind blows, leaves fall.” Explore and sort natural materials modelling descriptive language. Encourage small, positive actions:</p>	<p>Continue daily Weather observations. Encourage children to observe outdoor areas for changes in habitats: birds building nests, flowers blooming, insects like bees or butterflies appearing. Discuss changes in the environment over the year: “The tree has more leaves than in Winter.”</p>	<p>*Join in caring for the environment (watering plants, tidying, recycling with support).</p> <p>*Talk about different places they have visited and what they saw there.</p>



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			observations.	picking up leaves, watering plants, tidying play areas.	Children can draw or photograph observations to compare with previous season displays. Observe plants they have been tracking over previous seasons. Discuss simple growth and change: "The seed grew into a plant." "The caterpillars became butterflies." Children to water plants, watch insects, and talk about what is happening.	
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The Natural World

Progression of Knowledge and Skills

4 – 5 years Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
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EYFS Understanding the World Progression of Knowledge & Skills

<p>*Begin to observe and talk about features of their immediate environment.</p> <p>*Notice and describe seasonal changes in Autumn (weather, leaves, clothing).</p> <p>*Use simple vocabulary to describe what they see, hear, and feel outside.</p>	<p>*Observe and describe changes in weather and daylight as Autumn turns to Winter.</p> <p>*Explore light, dark, and shadows through play and investigation.</p> <p>*Use senses to explore natural materials (frost, ice, leaves).</p>	<p>*Explore materials and tools used by community helpers (hoses, stethoscopes, scissors, uniforms).</p> <p>*Observe and test materials for different properties (hard, soft, stretchy, waterproof).</p> <p>*Talk about how materials are chosen for a purpose.</p>	<p>*Observe plants and animals closely, noticing features and changes.</p> <p>*Talk about what living things need to grow (sunlight, water, warmth).</p> <p>*Explore life cycles of plants and animals (frog, butterfly, seed).</p> <p>*Notice and describe Spring changes — buds, nests, weather warming.</p>	<p>*Describe contrasting environments — hot/cold, wet/dry, rural/urban.</p> <p>*Talk about weather patterns and how they affect living things.</p> <p>*Explore natural materials from different places (sand, shells, stones).</p> <p>*Understand that human activity affects the world around us.</p>	<p>*Observe Summer changes — longer days, warmer weather, animal life.</p> <p>*Discuss how environments and habitats change through the year.</p> <p>*Revisit key scientific concepts — growth, decay, and the cycle of life.</p> <p>*Show sustained curiosity about the natural world and environmental care.</p>	<p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
IMPLEMENTATION						
<p>*Identify and label main parts of the human body in small groups. Discuss how different body parts have different functions (senses).</p> <p>*Adults model scientific vocabulary</p>	<p>*Explore the weather. Go outside during frosty mornings/ rainy days/ snowy days. Compare each experience. What do we wear? Why? How do we feel? Adults model vocabulary.</p>	<p>* Set up baskets with items from different professions:</p> <ul style="list-style-type: none"> • Firefighter: small hose, gloves, helmet • Doctor/Nurse: stethoscopes, bandages, face masks • Construction worker: safety goggles, tape measure, toy hammer 	<p>*Go on a seasonal walk — look for buds, blossoms, or insects.</p> <p>*Encourage talk about change: “What was it like in Winter?” “What do we see now?”</p>	<p>See PCC above.</p>	<p>*Take the children on a nature walk around school grounds or a local park.</p> <p>*Look for <i>signs of Summer</i> — green leaves, flowers blooming, insects</p>	



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<p>to describe what they notice about bodies and our senses.</p> <p>*Look at x-rays - Understand that bodies have bones, muscles, and skin.</p> <p>*Read stories about people with different physical abilities (Dan & Diesel)</p> <p>*Autumnal walk around the school grounds – what do you notice? What can you find?</p> <p>*Leaf rubbings with crayons. Leaf prints with paint. Make leaf crowns and leaf wands.</p> <p>*Some trees lose their leaves in Autumn (deciduous) and some trees don't (Evergreen)</p>	<p>*Give children a range of frozen items to try and free. Encourage curiosity and model vocabulary.</p> <p>*Play torch explorers.</p> <p>* Shadow scientists (Sunny day!)</p> <p>*Read Can't You Sleep Little Bear? Discuss fears and how we might feel safe at night.</p> <p>*Light Investigation Station.</p>	<ul style="list-style-type: none"> • Hairdresser: combs, scissors (child-safe), clips • Chef: apron, wooden spoon, whisk <p>*Explore each item. Sort by material (metal, fabric, plastic, rubber). Discuss textures and properties ("This helmet is hard... why?")</p> <p>*Create a simple testing area with materials: Cotton, felt, cling film, foil, plastic, rubber gloves, sponge, paper towel Provide droppers or spray bottles with water. "Which material would make the best raincoat for a firefighter?" "Which one keeps the water out?"</p> <p>*Give children magnets and ask them to explore: Which community tools are metal? (scissors, tweezers, keys, stethoscope parts) Which are not? (gloves, uniform, hose) Why do some tools need to be strong? Why metal?</p> <p>*Take children outside to hunt for: Hard vs soft, Natural vs man-made, Waterproof vs not. Link back to community helpers: "What materials outside remind</p>	<p>*Collect natural items to make a "Spring Changes" collage.</p> <p>*Use magnifiers to look closely at buds and shoots.</p> <p>*Read The Very Hungry Caterpillar & The Tiny Seed (See above P&P for activities)</p>		<p>buzzing, warm sunshine.</p> <p>*Use magnifiers or bug viewers to explore small details.</p> <p>*Record findings through drawings, photographs, or a group mind map.</p> <p>*Set up a weather station with thermometers, windsocks, and rain gauges. Record temperature and daylight changes over a week. Compare to earlier terms: "Remember when we had frost?"</p> <p>*Discuss what animals and plants need in warmer weather (shade, water). Revisit earlier life cycles (frog, butterfly, plant). Create a "Cycle of</p>	
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		<p>you of tools firefighters/doctors use?"</p>		<p><i>Life</i>" display linking growth, reproduction, and decay (e.g. flower → seed → soil → new growth). Include decomposing materials (leaves, fruit) for observation under magnifiers. Discuss: "What happens to things when they die or rot?" "How does this help the Earth?"</p> <p>*Compare habitats (under logs, in grass, in trees). Talk about what insects and animals need in Summer (shade, pollen, food). Record findings in simple tally charts or drawings. Create a bug hotel.</p> <p>Link to CST in RE: ☐ Read "<i>Somebody Swallowed Stanley</i>" or "<i>10 Things I Can Do to</i></p>	
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EYFS Understanding the World Progression of Knowledge & Skills

					<p><i>Help My World.</i>" Discuss how we can care for nature — recycling, picking up litter, saving water.</p> <p>*Go on a "Clean-Up Walk" to collect litter safely using gloves and grabbers.</p> <p>☑* Make posters for the classroom or outdoor area promoting care for nature.</p>
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The Reception Year provides the foundation for skills the children will build upon in Year one.

Where are they going?

Y1 Expectations:

<p>The Science National Curriculum (2014) ... <u>Working Scientifically:</u> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <u>Plants:</u> identify and name a variety of common wild and garden plants,</p>	<p>The Geography National Curriculum (2014) states that... <u>Location Knowledge:</u> name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting</p>	<p>The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international</i></p>
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including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, 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 (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday 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 variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.

non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to

the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

achievements. Some should be used to compare aspects of life in different periods *e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee,*

Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell . Significant historical events, people and places in their own locality.