

# St Michaels Federation – Onny CofE Primary School

## EYFS Progression Map – Understanding the World

*We strive to develop ‘Understanding of the World’ from the beginning of Nursery through to the end of Reception in the following ways:*

- Throughout Nursery and Reception our provision offers play opportunities that encourage our children to follow curiosities, investigate and experiment, make sense of the world, and develop new language and ideas.
- Our topic-led learning enables us to follow the children’s interests and curiosities, often opening doors to more purposeful learning about the world where we model how to research with the children by following their ‘in the moment’ lines of enquiry.
- Topic-led learning guided by our termly themes use focus texts and carefully planned experiences to enhance the children’s personal lived experiences and guide their sense-making of their community and wider world.
- Through outdoor play in our extensive natural surroundings and weekly forest school sessions we encourage exploration and investigation of the world around us, observing the children’s natural curiosities and building on these, as well as introducing new skills and knowledge to develop their understanding. *(See separate EYFS Forest School outdoor learning plan for the year)*
- In Reception we introduce focused sessions for UtW that lay the foundations for links to the KS1 curriculum for science, geography, history where appropriate. We teach weekly focused R.E sessions.
- We are developing our collection of storybooks and non-fiction texts across the EYFS to include diverse and inclusive texts which introduce our children to the world beyond what is already familiar. In addition to our reading spine which has been developed collaboratively across the whole school, we use daily story-times to expand the children’s literary knowledge and experiences.

### Children in Nursery (aged 0-3) are learning to:

- Repeat actions that have an effect
- Explore materials with different properties
- Explore natural materials, indoors and outside
- Explore and respond to different natural phenomena in their setting and on trips
- Make connections between the features of their family and other families
- Notice differences between people

### Children in Nursery (aged 3-4) are learning to:

- 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
- 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

| <b>Nursery<br/>Yr A</b> | <i>Fantastic Families</i>  | <i>Traditional Tales</i>   | <i>Who Helps Us?</i>   |  | <i>Bugs &amp; Mud</i>  |                 |
|-------------------------|--|--|--|--|--|-----------------|
|                         | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b> |
|                         | <b>2-3 year olds</b>   |  |  |  |  |                 |
|                         | <ul style="list-style-type: none"> <li>* Who is special to me? Family photo sharing lids. Sort into family groups together</li> <li>* Name immediate family members, who lives in my home? Siblings, pets</li> </ul> | <ul style="list-style-type: none"> <li>* Develop familiarity with key nursery rhymes and simple stories, getting to know main characters that they can see themselves reflected in – family groups</li> <li>* Sensory experience – oats, mixing ingredients in baking</li> </ul> | <ul style="list-style-type: none"> <li>* Use role play costumes and props to engage in simple imaginative play around people who help</li> <li>* Natural phenomena related to weather conditions &gt; Handling frost, ice, (snow) when naturally occurring outside</li> </ul>  |  | <ul style="list-style-type: none"> <li>* Sensory experience – Digging in soil; wet and dry mud play</li> <li>* Imaginative play with bugs and natural materials – stones, sticks, mud, sand, plants</li> </ul>   |                 |
|                         | <b>3-4 year olds</b>   |  |  |  |  |                 |
|                         | <ul style="list-style-type: none"> <li>* Name and identify wider family figures inc. grandparents, cousins</li> <li>* Share and discuss photos of their life so far, from baby to present</li> </ul>                 | <ul style="list-style-type: none"> <li>* Baking and cooking experiences – bear biscuits, porridge. Develop understanding of basic processes involved e.g melting, dry to wet ingredients</li> </ul>  | <ul style="list-style-type: none"> <li>* Develop knowledge of the basic roles of some key community helpers – police officer, firefighter, postal worker, nurse</li> <li>* Develop understanding of freezing and melting, investigating real opportunities with frost, ice, (snow) when naturally occurring</li> </ul> |  | <ul style="list-style-type: none"> <li>* Raise caterpillars to butterflies; Develop understanding of &amp; name the key steps of the life cycle</li> <li>* Plant cress heads, sunflowers, grass tuft tray for bug small world play, discussing plant needs for growth and observing processes</li> </ul> |                 |
| <b>Nursery<br/>Yr B</b> | <i>Marvellous Me</i>   | <i>My Home Your Home</i>   | <i>What Happens in Winter</i>  | <i>How Does Your Garden Grow?</i>  | <i>Down in the Deep<br/>Under the Sea/ Mermaids &amp; Pirates</i>  |                 |
|                         | <b>2-3 year olds</b>   |  |  |  |  |                 |
|                         | <ul style="list-style-type: none"> <li>* Share photos of themselves from home – recent special memories and experiences to discuss. Things they like doing, favourite people</li> </ul>                              | <ul style="list-style-type: none"> <li>* Share photos of their own home and garden – familiar environments. Who lives in my home?</li> </ul>   | <ul style="list-style-type: none"> <li>* Natural phenomena related to weather conditions &gt; Handling frost, ice, (snow)</li> </ul>   | <ul style="list-style-type: none"> <li>* Sensory experience – Digging in soil; wet and dry mud play</li> <li>* Observing growing plants; harvesting and tasting grown fruit &amp; veg</li> </ul> | <ul style="list-style-type: none"> <li>* Water play opportunities &gt; warm water, ice and water. Transporting, variety of containers for challenge</li> <li>* Dry sand and wet sand. Exploring mixing consistencies of sand with different quantities of water</li> </ul>                               |                 |
|                         | <b>3-4 year olds</b>   |  |  |  |  |                 |

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|  | * Share and discuss photos of their life so far, from baby to present; How have they changed and grown?<br>* Develop understanding of parts of our body; through movement and rhymes | * Compare their homes with their friends and other types of homes around the world<br>* House-building materials linked to the Three Little Pigs – testing materials’ strength | * Develop understanding of freezing and melting, investigating real opportunities with frost, ice, (snow) when naturally occurring | * Planting seeds; What do plants need to grow? Caring for plants – shared responsibility | * Floating and sinking objects; Making boats to test on water > What materials float best? (materials + properties, how things work) |
|--|--|--|--|--|--|

| Children in Reception are learning to:   |  | ELGs   |  |  |
|--|--|--|--|--|
| <p>Talk about members of their immediate family and community<br/>Name and describe people who are familiar to them<br/>Comment on images of familiar situations in the past<br/>Compare and contrast characters from stories, including figures from the past<br/>Draw information from a simple map<br/>Understand that some places are special to members of their community<br/>Recognise that people have different beliefs and celebrate special times in different ways<br/>Recognise some similarities and differences between life in this country and life in other countries<br/>Explore the natural world around them<br/>Describe what they see, hear and feel whilst outside<br/>Recognise some environments that are different from the one in which they live<br/>Understand the effect of changing seasons on the natural world around them</p> |  | <p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> | <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, maps.</li> <li>• Know some similarities and differences between different religious &amp; cultural communities in this country, drawing on experiences and what has been read.</li> <li>• Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> | <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals, plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read.</li> <li>• Understand some important processes, changes in the natural world around them, including the seasons, changing states of matter.</li> </ul> |

| Reception    | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--------------|--|---|---|--|--|--|
|              | <i>Families &amp; Food</i>   |   | <i>Vehicles &amp; Journeys</i>  |  | <i>Bears &amp; Other Beasts</i>  | <i>Who is a Hero?</i>  |
|              | <p>* Share and learn about each other’s family units. Use verbal stories, home-shared videos, photos to learn about our siblings, parents and grandparents<br/>* Explore their individual journeys of growth from a baby to present day, starting school. How have you changed and grown?<br/>* Discuss our different home environments (Do you live in a town? Village? On a farm?) Distinguish between ‘town’ and ‘countryside’. Share images of homes and use stories (Traditional Tales) to look at different types of homes, including some types of homes from other countries<br/>* Develop understanding of Harvest celebrations in our community (Typically towards end of Sept).</p> | <p>* <i>Where does our food come from?</i> &gt; Community link: Learn about and arrange to visit a local farm in our village. What is grown, reared, produced there?<br/>* Visit Acton Scott Farm (Visit Cycle Year C); Farming in the past (<i>familiar situation in the past</i>) – food is grown and produced on a small scale, horses pulling plough, butter-making<br/>* Design and make our own sandwiches, pizzas. Following, writing instructions. Food exploration, baking and making provides opportunities to learn about our senses; tasting, touching, smelling<br/>* Explore Hindu festival of Diwali. What these celebrations look like for communities in our own country and around the world.</p> | <p>* Explore different types of vehicles from the past; Compare these to modern forms of transport; How have they changed? (<i>familiar situation in the past</i>)<br/>* Learn about the capital city of London (Naughty Bus setting link); Discover key landmarks and compare the city environment to our own local area. Look at different forms of public transport in the city.<br/>* Learn about Lunar New Year and how this is celebrated in different countries and cultures of the world.</p> | <p>* Go on walking journeys around our school site and immediate locality to explore our community; Introduce basic maps to plan a route and explore map-making to show a route, label simple familiar landmarks (school, church, village hall, pub); Look at images of the village from the past and compare what has changed<br/>* Exploring floating and sinking, developing initial ideas about forces (<i>weight + upthrust force of water pushing up</i>); Make boats from a variety of materials and test them.<br/>* Bridges; Thomas Telford’s Pontcysyllte Aqueduct; STEAM bridge-building challenge.</p> | <p>* <i>Can a bear be my pet?</i><br/>Research some different kinds of bears and their contrasting habitats around the world<br/>* <i>Life in another country</i>; Explore what life is like in the Arctic (also linking to learning about bear habitats &gt; Polar Bears live in the Arctic) and compare/ contrast to life in our own country. Use the globe and google maps to develop ideas about countries and our place in the world<br/>* Our Pets; learn about different pets we may have at home and bring in to show( if appropriate); Develop understanding of how to take care of pet animals and what they need to be happy and healthy.</p> | <p>* <i>Who Helps Us?</i> Interact with different members of our local community and look at ways that they help others; The role of the church in a community<br/>* Invite in parents &amp; carers who have a helping job or role e.g. PCSO, postal worker, vicar, dental nurse (also covers oral health for PSED) people of different faiths<br/>* <i>How can we help?</i> Explore ways that we can help in our local community; Arrange a Community Café to engage with our elderly community members; Organise litter-picking and helping the environment around us.</p> |
| Links to KS1 | <p>- Understand that there are similarities and differences between people<br/>- Describe memories that have happened in their own lives<br/>- Sequence events that are close together in time<br/>- Recognise, name and describe religious places</p>   | <p>- Observe the natural and human-constructed world around them<br/>- Recognise some similarities and differences between past and present<br/>- Describe the main beliefs and festivals of a religion.<br/>- Understand that there are similarities and differences between people;</p>   | <p>- Recognise some similarities and differences between past and present<br/>- Use basic geographical vocabulary to refer to physical and human features<br/>- Observe the natural and humanly constructed world around them<br/>- Name and locate the four countries and capital cities of the UK.</p>  | <p>- Use basic geographical vocabulary to refer to physical and human features<br/>- Recognise some similarities and differences between past and present<br/>- Notices links between cause and effect</p>   | <p>- Use world maps to identify countries.<br/>- Compare the UK with another country<br/>- Describe memories that have happened in their own lives;</p>  | <p>- Understand that there are similarities and differences between people;<br/>- Recognise, name and describe religious places</p>  |