



The Laurels Primary School – EYFS Progression of Skills – Understanding the World



What the educational programme says about Understanding of the World					
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.					
Aged 3-4 (on entry and during Autumn 1 depending on starting points)		In Reception (Following ‘typical development’)			End of KS expectations
		Autumn	Spring	Summer	
p a s t a n d p r e s e n t	Children are able to talk about people who are important to them and discuss who they are.	Children will bring in a ‘memory’ box from home and use photos and mementos to talk about their families and themselves.	Children will continue to talk about their own lives in more detail.	Children will compare photos of Worthing now and Worthing in the past and discuss the changes as part of our seaside topic. We will visit some areas of Worthing and talk about the age of the buildings and compare with old photos.	Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;
	Children can talk in short phrases about where people are and recount events e.g. Mummy was at work. We went to Nanny’s house. We made cakes.	Children will answer questions about the recent past such as what did you do at the weekend? Where did you go yesterday, and more distant memories such as what did you do for your last birthday? Which nursery did you go to and who were your friends?	Through the theme of folktales, children will begin to explore differences between the past and now. For example, Stone Soup is cooked over a fire because there were no electric ovens in people’s houses.	As part of our work on bears, children will explore teddy Bears and how they have changed over time and why.	
		Children will be able to compare their lives now to when they were babies, and begin to talk about what they might like to do when they are older. We will begin a timeline showing these events in order.	As part of our work on eggs, we will spend two weeks learning about dinosaurs, which follows the childrens’ interests. and find out about the discoveries of Mary Anning. They will understand who she was and why her discoveries were claimed by men.	Our figure from history will be Grace Darling when we learn about lighthouses through ‘the Lighthouse Keeper’s Lunch’	
		Children will learn the story of The Nativity and understand that it happened in a time before cars so that is why Mary travelled on a donkey.		Trips to Amberley museum will prompt children to think about how and why transport has changed over the years.	
p e o p l e a n d c o m m u n i t i e	Children will have knowledge of jobs in the community that they will have had experience of: nurse, doctor, police officer, fire officer, for example, and they will be able to identify the uniform and talk about what they do.	Through a themed week with visitors, dressing up clothing, and a range of non-fiction books, children will become familiar with a wider range of jobs in the community and beyond (vet, pilot, paramedic, language tutor) This will culminate in a dressing up day.			People Culture and Communities ELG Children at the expected level of development will: - 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
	Children will be able to name places that they have been to; the swimming pool, cinema, Tesco’s, the park etc	Community photos will be on blocks to enhance small world play, and sharing places that children will be familiar with in the local area. Through sharing of daily lives, children will build up a sense of places in the community. Church trip (covid allowing)		Look in more detail at aerial maps of the local area. Draw treasure maps and maps of the local area.	
		Explore the theme of belonging, and discuss how children are the same and different. Use books like ‘The	<i>RE: How do people celebrate? Learn about Hanukkah, Lunar New Year, Lent, and Eid and look at similarities such</i>	<i>RE: What can we learn from stories?</i>	

S		<p>Family Book; to explore issues sensitively. Learn about CHristmas and explore different ways of celebrating around the world.</p> <p><i>RE: What makes people special? Introduce different religions by looking at what people wear, and where they worship. Think about belonging and which groups children belong to as part of the local community.</i></p> <p><i>RE: What is Christmas? Retell and reenact the Christmas story. Name key figures: Mary, Joseph, God, Jesus, and know that Jesus was born in a stable in Bethlehem.</i></p>	<p><i>as sharing special foods, seeing friends and family, exchanging gifts, lighting candles etc.</i></p> <p><i>RE: What is Easter? Learn about the importance of Easter to Christians and know what the symbol of the cross means. Explore how Easter eggs are linked to Christian Easter and talk about why it is an important day for Christians.</i></p>	<p><i>Learn and retell the stories: Loaves and Fishes, The Crying Camel, and other religious stories as appropriate and talk about the meaning behind them. WHat do the stories teach people and how might it affect how they live their lives?</i></p> <p><i>RE: Why are some places special? Learn about a different place of worship each week: church, Mosque, Temple, Synagogue and talk about who worships there and why. Encourage comparison eg washing before you pray, having a special book, who leads worship.</i></p>	appropriate – maps.
	Children will be able to name different countries that are relevant to them, such as where family members live or have visited. They will be able to say a little bit about what those countries are like. for example, ‘My Uncle lives in Australia and it is hot at Christmas’	Use memory boxes to discuss where children have visited over the summer. Talk about where childrens’ families are from.	Place folktales on the world map and talk about children’s families who may live there. Handa’s hen and The little Red Hen comparison of a uk farm and a Kenyan farm.	Explore what other countries may be like by looking at holiday brochures and non-fiction. Compare countries, for example where could you go skiing? What country could you go to to go on safari?	
The Natural World	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	Explore Autumn and the changing of the season from Summer. Talk about the changing colour and texture of the leaves. Talk about what Winter is like and why.	Explore ice and frost on cold days and experiment with ways to melt it. Observe how the frost melts in sunlight. Explore Spring and new growth in trees and plants.	Learn about the life cycle of the butterfly, bees and explore the season of Summer, comparing it with previous seasons.	<p>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice	Explore magnets and items which are magnetic. Sort and predict items, giving reasons why. For example, it is not magnetic because it is made of wood and I know that wood isn’t magnetic. Introduce the concepts of attract and repel.	Cook Gingerbread men and make playdough, observing how the ingredients change as they are mixed and cooked. Experiment with dissolving materials in water and waterproofing the gingerbread man. Make bread and observe how the dough rises in warm air. Compare how it rises in the fridge. Talk about changes in the bread making process.	Plants seeds and beans and observe the changes as they grow. Learn the terms: root, stem, leaf, trunk, bark, shoots, bud, petal. Explore how plants grow in different environments.	
	Know a little about changing life processes and how plants and animals grow and change.		Learn about animals which hatch from eggs and the life cycle of a chick. Plant seeds and bulbs and observe the changes.	Learn about beach environments: rockpool, the shoreline. coral reefs and deep sea. Learn about pollution and its effects on the ocean.	