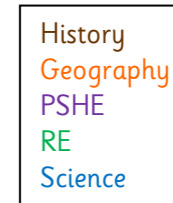


Understanding the World – Specific Area

Past and Present-

Development Matters – 3 – 4 Year Olds

- Begin to make sense of their own life-story and family's history.
- Talk about what they see, using a wide vocabulary.



Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum <i>Key Stage 1</i>	By the end of Year One:
<p>Talk about the different jobs people do</p> <p>Name some members of my family and talk about them</p> <p>Talk about myself and some of the ways I have changed</p>	<p>Talk about changes that have happened to me throughout my life from a baby to now.</p> <p>Talk about my family and who I live with.</p> <p>Talk about people in the community and their roles including jobs</p> <p>Become more aware of the past linked to myself and my family and how it has changed</p> <p>Talk about what I can see in pictures of the past</p>	<p>Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.</p> <p>Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</p> <p>Talk about what I have heard and seen in stories and picture books and how this is different/ the same</p>	<p>Talk about the lives of people I am familiar with</p> <p>Talk about the roles of people in society</p> <p>Discuss similarities and differences between the past and now</p> <p>Talk about the past using books and stories talking about the characters, settings and events</p>	<p>Children know about similarities and differences between themselves, others, and families, and communities and traditions.</p> <p>Children talk about past and present events in their own lives and family members.</p> <p>Look at their own families and immediate surroundings.</p> <p>Children talk about past and present events in their own lives and family members.</p> <p>Children know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>Talk about the lives of people around them and their role 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 and storytelling</p>	<p>Understand the difference between things in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</p> <p>Recall some facts about people/events from living memory.</p> <p>Look at books, videos, photographs, pictures and artefacts.</p> <p>Talk, write and draw about things from the past.</p> <p>Look at objects from the past and ask questions i.e. "What were they used for" and try to answer.</p>	<p>Talk about significant events in their own experience (living memory).</p> <p>Ask a 'what' question.</p> <p>To be able to sort and label images into past and present.</p> <p>To be able to read and hear first-hand accounts.</p> <p>To be able to use ICT to find pictures/photographs of past and present.</p> <p>When presenting information, start to use words and phrases identified in chronology.</p> <p>Use sources from within living memory to compare to themselves given books, videos, photos and artefacts to gather information to answer given questions.</p> <p>Sequence objects or artefacts in age order.</p> <p>Order personal events on a timeline.</p> <p>Knowledge of aspects of living memory e.g what kind of toys did your parent and grandparents use.</p> <p>To appreciate that some famous people have helped our lives to be better today.</p> <p>Knowledge of a significant national or global event.</p> <p>Knowledge of a significant individual from the past who has contributed to national/international achievements.</p> <p>To recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later.</p> <p>To explain how the local areas was different in the past.</p> <p>To relate some interesting facts from an historical event, such as where the 'Fire of London' started.</p> <p>To give examples of things that re different in their life from that of their grandparents when they were young.</p> <p>To explain why Britain has a special history by naming some famous events and some famous people.</p> <p>To explain what is meant by parliament.</p>

Understanding the World – Specific Area

People, Cultures and Communities

Development Matters – 3 – 4 Year Olds

- Continue developing positive attitudes about the differences between people.
- Show interest in different occupations
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Explore the world around me with all my senses Talk about a festival that they have been a part of.</p> <p>Are accepting of others differences.</p>	<p>Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell.</p> <p>Starting to explore the natural world of where I live and the environment around school.</p> <p>Talk about how people from different countries celebrate Christmas and other festivals such as harvest festival and Diwali.</p>	<p>Explore and talk about the natural world using what I know from stories/ non-fiction</p> <p>Draw information from a simple map and use the correct vocabulary such as road, village/town/city</p> <p>Talk about some special places such as where people worship in our and other communities.</p> <p>Talk about and identify features in a church.</p> <p>Talk about and identify features in a temple.</p>	<p>Can describe the school environment and the environment around it using what I know from</p> <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps <p>Talk about religion and culture within my country and explore different customs such as who they worship and how this is celebrated. (UK)</p>	<p>Describe their immediate environment using the knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Identify a map.</p> <p>Begin to make attempts at drawing a map.</p> <p>Make attempts to draw and label features of familiar environments and imaginary places.</p> <p>Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places.</p> <p>Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p>Respond through talk, gesture and play about religious stories, objects, people and practices.</p> <p>Explore religious celebrations.</p> <p>Identify ways people celebrate.</p> <p>Use their imagination and curiosity to develop their interest in the world around them.</p> <p>Ask questions and make comments about the world in which they live.</p> <p>Identify and share the joy of a special time they celebrate.</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and we should look after it. <p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. <p>Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<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.</p>	<p>Use simple fieldwork and observational skills to study the geography of the area, including key human and physical features.</p> <p>Suggest differences between London and Stafford.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Identify key features both human and physical of towns, cities and villages.</p> <p>To recognise different types of families including those that may be different to their own.</p> <p>To recognise how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>To recognise the ways they are the same as, and different to, other people</p> <p>Explore religious stories and teachings.</p> <p>Give clear accounts of what the religious texts might mean to believers.</p> <p>Understand how people from different faiths worship and be able to identify key symbolic actions and language used within worship.</p> <p>Recognise how people of faith celebrate key festivals.</p> <p>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths.</p>	<p>Know the location of the village of Woodseaves.</p> <p>Locate countries in UK, capital cities, key features.</p> <p>Know the names of the surrounding seas of the UK.</p> <p>Use a globe and world map to locate countries, seas and oceans.</p> <p>Draw own maps and plans by drawing around shapes/using own symbols. Use basic symbols in a key.</p> <p>Begin to follow routes on prepared maps.</p> <p>Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</p> <p>Understand what a compass is and begin to use one for simple navigation. Use aerial/satellite photos and plan perspectives to recognise familiar features. Engage in simple, teacher-led fieldwork enquiries.</p> <p>Recount outlines of some religious stories.</p> <p>Recognise features of religious life and practice.</p> <p>Recognise some religious symbols and words.</p> <p>Identify aspects of own experience and feelings, in religious material studied.</p> <p>Identify things they find interesting or puzzling, in religious materials studied.</p> <p>Identify what is of value and concern to themselves, in religious material studied.</p> <p>Pupils will know that:</p> <p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this.</p> <p>Christians worship God, and try to live in ways that please him.</p> <p>Pupils will know that Christians believe:</p> <p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God.</p> <p>Pupils will know that:</p> <p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Pupils will know that:</p> <p>Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Pupils will know that:</p> <p>Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans</p> <p>Christians believe Jesus rose from the dead, giving people hope of a new life.</p> <p>Guru Nanak was the founder of Sikhism</p> <p>'Guru' means 'teacher'</p> <p>There are ten human Sikh gurus</p> <p>The Sikh holy book is called 'Guru Granth Sahib'. Sikhs believe its contents are holy.</p> <p>That the three main duties of a Sikh are to 'Pray, Work and Give'</p> <p>Equality is very important in Sikh society</p> <p>Sikhs have special symbols that reflect Sikh identity - one of these is the turban worn by men.</p> <p>That Muslims believe in one God, Allah.</p> <p>Muslims are people who follow the faith called Islam.</p> <p>Allah is the Arabic name for God the Creator</p> <p>Allah has ninety-nine beautiful names that reflect aspects of his character</p> <p>Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam</p> <p>The Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad</p> <p>Islam is a faith that is shared and lived out by many people today, and those who follow its teachings are called Muslims.</p>

Understanding the World – Specific Area

The Natural World

Development Matters – 3 – 4 Year Olds Check Point

- Explore collections of materials with similar and/or different properties.
- Explore how things work.
- Use all their senses in hands on experiences of the natural world
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1 for Art, Design and Technology and PSHE	By the end of KS1 One:
<p>Talk about what they can see outside using a wide vocabulary.</p> <p>Can change materials e.g. adding water to cornflour, mixing paint etc, and talking about what has changed</p>	<p>Describe what they can see, hear and feel outside when exploring the natural world and environment around them including where they live and at school.</p> <p>Can talk about forces I feel e.g. push, pull etc. I can use magnets to show materials that are magnetic and not.</p> <p>Can talk about the differences in materials such as being waterproof.</p>	<p>Describe different types of animals and plants (both from photos and real life experiences).</p> <p>Talk about the different habitats where animals live and talk about the reasons why.</p> <p>Can explore and observe what happens to the different states of matter. Can explore the state of matter when baking. I can talk about and notice what happens to the mixture when the milk is added to the flour.</p> <p>Can explore through play what happens to the state of matter when a different material is added such as paint mixing and mud play.</p>	<p>Make observations of animals and plants and use these observations to draw pictures which will include detail of the natural world around us.</p> <p>Talk about and label the life cycle of different animals.</p> <p>Talk about what a plant needs to survive and why.</p> <p>Observe and talk about how animals behave differently as the seasons change such as hibernation, having babies, changes in their body such as shedding hair.</p> <p>Can talk about the weather linked to seasonal change and name all the seasons.</p> <p>Can talk about changes of. The state of matter of freezing, melting – and relate it to the Artic and the ice caps.</p>	<p>Explore the natural world around them, making observations. Know some similarities and differences between the natural world around them and contrasting environments. Understand some of the processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them. Draw pictures of plants. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Draw pictures of animals. Use all their senses in hands-on explorations of natural material. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.</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>	<p>Use simple field and observational skills to study the geography of the area, including key human and physical features. Children begin to understand the basic vocabulary relating to human and physical geography. Compare the UK with a contrasting country in the world. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify and name a variety of common animals. Describe and compare the structure of a variety of common animals. Use observations to compare and contrast animals. Describe how they identify and group animals. Use their senses to compare different textures, sounds and smells. Observe closely, perhaps using magnifying glasses, and compare and contrast familiar plants. Identify seasonal and daily weather patterns in the United Kingdom. Distinguish between an objects and the material in which it is made from. Identify and name a variety of everyday materials. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Explore, name and discuss everyday material. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Observe and talk about the changes in weather and the seasons.</p>	<p>Identify and locate the physical features of Staffordshire. Identify and locate the human and physical features of a chosen UK area. Explore different types of weather within the UK. Learn the 4 seasons and key features of each one. Use a globe and world map to locate countries, seas and oceans. Use aerial/satellite photos and plan perspectives to recognise familiar features. Engage in simple, teacher-led fieldwork enquiries. Discuss human and physical features of a Non-European country. Compare the physical features of an area in the UK to that of the country chosen in focus study. Compare the human features of an area in the UK to that of the country chosen in focus study. Locate hot and cold areas of the world. 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. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. 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.</p>