



Lydiard Millicent CE Primary School

EYFS Skills Progression for Understanding the World

The purpose of this document is to support the planning and assessment of Understanding the World, ensuring full coverage of the curriculum and ensuring children at the end of the EYFS are well prepared for learning in KS1.

The Early Years Foundation Stage

Educational Programme

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.

Early Learning Goals

1.7 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

1.9 Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

1.10 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Statutory Framework September 2021

ELG: Past and Present

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.

ELG: People, Culture and Communities

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 appropriate – maps.

ELG: The Natural World

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.

Curriculum link		EYFS knowledge and skills	KS1 readiness objectives *	KS1 progression
The Natural World (Science)	Working scientifically	<ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Talk about similarities and differences 	<ul style="list-style-type: none"> - To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them - To compare objects in their environment and talk about similarities and differences - To ask questions about the world around them, and seek to find their own answers 	See skills (in italics) in each area of focus.
	Plants	<ul style="list-style-type: none"> - Plant seeds and care for growing plants with support - Name the key features of a plant. - Begin to understand the need to respect and care for the natural environment and all living things. - Know how to look after plants so that they will grow. - Observe and draw plants. 	<ul style="list-style-type: none"> - To know what a plant is - To know what a flower is - To know where you see plants - To describe different plants and flowers 	<p>Identify and name a variety of common wild and garden plants, including deciduous & evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p> <p><i>Exploring the local environment and answering questions about plants growing in their habitats.</i></p> <p><i>Use observation skills of growth of flowers and vegetables.</i></p>

				<p><i>Use magnifying glasses to observe closely, describing how to identify and group different plants.</i></p> <p><i>Draw diagrams which show the different parts of plants.</i></p> <p><i>Understand and show how to keep records of how plants have changed over time and compare and contrast what they have found out.</i></p>
	<p>Animals, including humans</p>	<ul style="list-style-type: none"> - Understand the key features of the life cycle of an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Name body parts of humans and animals. - Observe and identify minibeasts and their habitats. 	<ul style="list-style-type: none"> - To know what an animal is - To recognise and name a variety of different animals - To know the names of different body parts of humans and animals they have experience of 	<p>Identify and name a variety of common animals.</p> <p>Identify and name a range of carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Identify, name, draw and label basic parts of the human body. Be able to say which part of the boy is associated with each sense.</p> <p>Use the local environment throughout the year to explore and answer questions about animals in their habitats. Begin to understand how to take care of animals taken from their local environment and return them safely.</p>

				<p><i>Use observation skills to compare and contrast animals first hand, or through videos or photographs.</i></p> <p><i>Begin to use describing skills to identify and group animals according to what they eat.</i></p> <p><i>Using senses to compare textures, sounds and smells.</i></p>
	<p>Everyday materials</p>	<ul style="list-style-type: none"> - Uses all their senses in hands-on exploration of natural materials - Explore collections of materials, identifying similar and different properties - Describe how different objects look and feel 	<ul style="list-style-type: none"> - To recognise that different everyday objects are made from different materials - To describe how different objects look and feel 	<p>Distinguish between an object and the material from which it is made. Identify and name a variety of every day materials, as well as describe the simple physical properties.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><i>Perform simple tests to explore questions. For example – what is the best material for ...?</i></p>
	<p>Seasonal change</p>	<ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them. - Name the seasons and identify key features of each season. - To observe changes in trees and plants as the seasons progress 	<ul style="list-style-type: none"> - To know about different types of weather - To observe changes in trees and plants as the seasons progress 	<p>Observe the changes across the four seasons.</p> <p>Observe and describe the weather associated with the seasons and how day length varies.</p>

				<p><i>Make tables and charts about the weather.</i></p> <p><i>Make displays of what happens in the world around them – including day length as the seasons change.</i></p>
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Curriculum link		EYFS knowledge and skills	KS1 readiness objectives	KS1 progression
Past and Present (History)	Chronological understanding	<ul style="list-style-type: none"> - To sequence events in their immediate life – parents, grandparents - Order pictures from the past to modern day. - Build up an idea of the passage of time through the use of the class timeline. - Use words associated with the past including yesterday, last week, last year, past, present, future. - Chronologically order images of events in a story. 	<ul style="list-style-type: none"> - Use words associated with the past including yesterday, last week, last year - Use past tense when speaking about things that happened in the past - Talk about the order of events in a range of familiar stories. - Recognise language in stories that shows the story happened in the past. - Begin to put events in order 	<ul style="list-style-type: none"> - Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages
	Range and depth of historical knowledge	<ul style="list-style-type: none"> - Talk about the lives of people around them and their roles in society - To know that they will grow and age as they get older. - Begin to recognise some similarities and differences between the past and now. - Talk about members of immediate family in more detail - Share their memories of significant events in their own lives. - Sort objects/photographs into past and present. - Talk about the lives of people around them and their roles in society 	<ul style="list-style-type: none"> - Share their memories of significant events in their own lives. - Talk about things that have changed. - Begin to put these events in order 	<ul style="list-style-type: none"> - Recognise the difference between past and present in their own and others' lives - They know and recount episodes from stories about the past

		<ul style="list-style-type: none"> - To know that they will grow and age as they get older. - Begin to recognise some similarities and differences between the past and now. 		
	Interpretations of History	<ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction - Understand the past through settings, characters and events encountered in books. - Comment and ask questions about characters from stories and figures from the past. 	-	<ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories?
	Historical enquiry	<ul style="list-style-type: none"> - Comment and ask questions about characters from stories and figures from the past. 	-	<ul style="list-style-type: none"> - Find answers to simple questions about the past from sources of information e.g. artefacts

Curriculum link		EYFS knowledge and skills	KS1 readiness objectives	KS1 progression
People, Culture and Communities (Geography)	Locational knowledge	<ul style="list-style-type: none"> - Describe features of their local area/school 	<ul style="list-style-type: none"> - Know where they live - Know how they travel to school 	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
	Knowledge of places	<ul style="list-style-type: none"> - Describe features of a variety of places - Talk about how some environments are different from the one in which they live drawing on knowledge from non-fiction books which show contrasting environments. 	<ul style="list-style-type: none"> - Talk about some of the differences they notice when they are in different places - Talk about places when looking at books and watching tv/videos - Talking about places they have been to - Talk about places in stories - Using language that relates to place 	<p>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 non-European country</p>
	Human and physical geographical knowledge	<ul style="list-style-type: none"> - Describe features of their local area - Explore natural, seasonal materials - Name features of places in the UK, e.g. beach, farm, woodland 	<ul style="list-style-type: none"> - Recognise elements of their environment that are manmade and natural 	<p>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</p> <p>Use basic geographical vocabulary to refer to: Key physical features,</p>

				<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
	<p>Using maps/ Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> - Draw maps from experiences, e.g the walk up the lane - Observe maps/Google Earth/Aerial photographs of the local area and identify some known features - Look at maps of the UK and World - Draw story maps 	<ul style="list-style-type: none"> - Make maps from stories - Follow simple maps in play 	<p>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</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>

				physical features of its surrounding environment.
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Curriculum link		EYFS knowledge and skills	KS1 readiness objectives	KS1 progression
Computing	Computer science	<ul style="list-style-type: none"> - Beebot programming - Remote control cars - Music box use - Interactive whiteboard use 	<ul style="list-style-type: none"> - Awareness of the cause and effect of technology 	Children understand that an algorithm is a set of instructions used to solve a program or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.
	Information Technology	<ul style="list-style-type: none"> - Purple Mash on iPad 	<ul style="list-style-type: none"> - Can use technology to express creatively and constructively - Awareness of digital storage of information- photography, digital writing and research information 	Children are able to sort, collate, edit and store simple digital content, e.g. children can name, save and retrieve their work, and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.
	Digital literacy	<ul style="list-style-type: none"> - Use of beebots, remote control cars, iPads, interactive whiteboard, music box. 	<ul style="list-style-type: none"> - Awareness of different technologies in and out of school 	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not, e.g. a microwave vs a chair.

*Many thanks to Stainsby Mill Education for the KS1 readiness objectives

