



EYFS Progression of Skills – Understanding the World

RE

RE Overview

Intent
Vocabulary
Implementation

Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They will explore, observe and find out about places and objects that matter in different cultures and beliefs.

Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different

Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.

READINESS FOR YEAR ONE:

- To know that different people have different faiths
- To know that some stories come from different holy books, and to express ideas in response to those stories
- To know that different people have different times of celebration
- To understand that different people have different ways of celebrating major events
- To know that people of all faiths can and do live well alongside each other
- To enjoy joining in with family customs and routines
- To be able to express some of their own families' customs and traditions
- To know that different people have a range of different ways of showing their beliefs, including prayers and worship
- To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

HISTORY, GEOGRAPHY, SCIENCE

Chronology skill development

Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past

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Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them

Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.

Children joining in with discussions and stories

Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Last week, yesterday, a long time ago, last year, before I was born.

Visually represent their own day on a simple timeline (correspond with 7 days of the week)

Timeline, day, week, first, last, them, next, days of the week – names.

Children learning about the days of the week in and out of Maths lessons. Children having

Talk about and understand changes in their own lifetime, by creating a personal timeline.

Changes, baby, toddler, child, teenager, adult, elderly, ages.

Learning about life cycles of animals, learning about how we

Recount an event, orally, pictorial and/or with captions.

Event, special, what happened, then, next.

Discussions around events we have had at school such as school trips, visits etc.

Order experiences in relation to themselves and others, including stories.

First, then, next, after that, finally, story.

Adults prompting children to order experiences and stories verbally or in a written method.



	<p>about family. Children focusing on work based on 'all about me' and their family and friends.</p>	<p>Discussions around past and present – events such as celebrations, remembrance day (war).</p>	<p>a visual timetable. Children completing practical activities visually representation their week.</p>	<p>grow and change as people.</p>		
<p>Enquiry skill Development</p> <p>Intent Vocabulary Implementation</p>	<p>Children know that you can find out information from different sources e.g. internet, books. Information, books, videos, search, internet, Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.</p>	<p>Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. History, past, celebrations, festivals. Adults providing opportunities to explore a range of festivals and celebrations.</p>	<p>Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Antarctica. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Adults modelling using technology. Children having access to the technology to find information.</p>	<p>Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change. Images, pictures, past, present, same, different, grow, change. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing.</p>	<p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community. Key worker, job, help, helpful, community, police, fire service, doctor, dentist. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.</p>	<p>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same. Children provided with images to compare with past and present. Discussions around past and present.</p>



<p>Respect skill Development</p> <p>Intent Vocabulary Implementation</p>	<p>Children respect special things in their own lives. Special, teddy, photo, people, toy. Children taught about respect, children taught about respecting special things and what this might mean to different people.</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Children taught about respect, children taught about different beliefs and special times for different people.</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter) Questions, why, country, community, where I live, story, visitor, celebrations, church, Easter. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Understand that some places are special to members of their community. Special, places of worship, churches, map, park, shops etc. Children taught about respect and how we can respect special places.</p>	<p>Children recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pets. Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water. Children taught about respect and caring for animals and pets.</p>
<p>Mapping skill Development</p> <p>Intent Vocabulary Implementation</p>	<p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos. Maps, mapping, environment, features, classroom map, local area map, signs, logos. Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.</p>		<p>Draw information from a simple map and identify landmarks of our local area walk. Maps, mapping, environment, features, landmarks, local area. Children going on a walk together around the local area. To identify landmarks and create a map.</p>	<p>Create own maps using grid paper and symbols (x marks the spot treasure maps) Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure. Children using the available materials to create their own maps as modelled by the adults in school.</p>		

- READINESS FOR YEAR ONE (GEOGRAPHY):**
- Know where they live
 - Know how they travel to school
 - 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
- Recognise elements of their environment that are manmade and natural
- Make maps from stories
- Follow simple maps in play

READINESS FOR YEAR ONE (HISTORY):

- Use words associated with the past including yesterday, last week, last year
- Use past tense when speaking about things that happened in the past
- Share their memories of significant events in their own lives.
- Talk about things that have changed.
- Begin to put these events in order
- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.
- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

<p>Scientific Knowledge Development</p> <p>Intent Vocabulary Implementation</p>	<p>Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather. Autumn, Spring, Summer, Winter, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p>	<p>Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled.</p> <p>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs.</p>	<p>Animals - Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe habitats.</p> <p>Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival, desert, habitat. Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on</p>	<p>Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses.</p> <p>Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back,</p>	<p>Plants - Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.</p>	<p>Animals (British Wildlife) - Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats. Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change.</p> <p>Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/</p>
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Reading and investigating what recycling means and how we can recycle.

the environment they are in.

head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent
 Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.

Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air
 Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.

minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, Identifying, observing and exploring British animals – in person, through books, videos etc.

READINESS FOR YEAR ONE (SCIENCE):

- 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
- To know what a plant is
- To know what a flower is
- To know where you see plants
- To describe different plants and flowers
- 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
- To recognise that different everyday objects are made from different materials
- To describe how different objects look and feel
- To know about different types of weather
- To observe changes in trees and plants as the seasons progress