



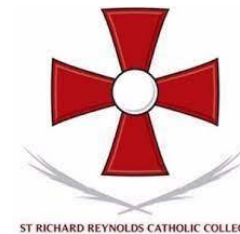
St Richard Reynolds Catholic Primary School EYFS

Understanding the World Skills and Knowledge Progression

Checkpoint 1- Autumn

Checkpoint 2-Spring

Checkpoint 3- Summer



Intent:

Our children will leave the Foundation Stage at St Richard Reynolds Primary School with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment. Through their work our children will have experienced using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will have taken part in rich and meaningful first-hand experiences such as visiting places in the local community (e.g. church and library), enjoy visitors and school trips that enhanced their learning.

Implementation and Impact:

Key Skills developed through UTW

- Makes initial observations
- Makes and compares observations over time
- Compares and identifies similarities, differences, patterns and changes (e.g. people, characters, places, countries, cultures, religions, living things)
- Asks questions
- Uses a range of props, equipment, photos, books, websites, visits and visitors to research and find out information
- Interprets a range of sources of information (e.g. maps, globes, photos)
- Respects people, creatures and the natural environment



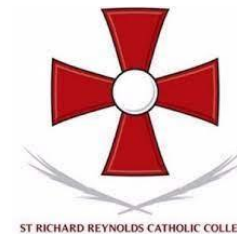
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ST RICHARD REYNOLDS CATHOLIC COLLEGE

Past and Present	
<p style="text-align: center;">Preschool</p> <ul style="list-style-type: none"> - Can say who they are and who they live with - Enjoys joining in with family routines and customs - Asks questions about their family and where they live. - Shows an interest in different occupations (e.g. through roleplaying as a nurse) <hr/> <p style="text-align: center;">On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Describes who is in their family and discusses similarities, differences and changes (e.g. notices changes such as a new haircut or something they could not do before that they now can, food they like but others may not). - Discusses different occupations of family members <hr/> <p style="text-align: center;">On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars). - Talks about a wider range of occupations - Can describe similarities and differences between occupations <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Knows to call 999 in an emergency - Discusses how areas have changed from when older family members were young to now (e.g. roads, new houses etc) <hr/> <p style="text-align: center;">ELG:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and about their roles in society 	<p style="text-align: center;">Preschool</p> <ul style="list-style-type: none"> - Shows awareness of time (e.g. stating 'next it's lunchtime'.) - Talks about how things are changing within a season (e.g. 'It's colder') - Talks about how they have changed (e.g. 'My top is too small... I've got bigger.') <hr/> <p style="text-align: center;">On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Can sequence family members by size and name (e.g. baby, child, adult) - Can talk about a past event in their life (e.g. a birthday, pre school, something they did over the summer). - Can talk about upcoming events in their life - knows they have grown from a baby into a child and that they will get older. - Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). - Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then - Understands times of the day go in order and repeat every day (e.g. morning is before lunch time) - Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations - Talks about how some people in the past have shaped today (e.g. Guy Fawkes) <hr/> <p style="text-align: center;">On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Knows there are seasons that repeat and go in order - Knows there are 7 days in a week and the names and order of these - Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions). - Uses words such as baby, toddler, child, teenager, adult and elderly to describe the age of people. - Uses past tense with increasing accuracy. - Knows names for baby animals and can match these to their adult. <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Uses vocabulary past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun) - Knows there are 12 months in a year and the names and order of these. - Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time). <hr/> <p style="text-align: center;">ELG:</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understands the past through settings, characters and events encountered in books read in class and storytelling.
<p style="text-align: center;">Provisions</p> <p>Role play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from relatives with interesting stories and Hamble hedgehogs, looking at objects from the past that relatives may have used (e.g. telephones, favourites stories and books)</p>	<p style="text-align: center;">Provisions</p> <p>Role play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from relatives with interesting stories, looking at objects from the past that relatives may have used (e.g. telephones, favourites stories and books)</p>



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ST RICHARD REYNOLDS CATHOLIC COLLEGE

People, Culture and Communities

Key Skills: Identifying, reflecting and understanding

Preschool

- Comments and asks questions about aspects of their familiar world, such as the place they live or the natural world.
- Knows that there are different countries in the world
- Talks about differences they have experienced or see in photos between countries
- Uses all senses in hands on exploration
- Explores materials with similar and or different properties
- Observe and identify features in the place they live
- Talks about patterns they notice in their environment (e.g. brick, grates and bark rubbings)
- Talks about features they like and dislike in their environment
- Knows we live in England

On Track Checkpoint 1

- Can say they live in Southampton
- Describes what they see, feel and hear when outside
- Explores the natural world around them, commenting on colours, shapes, textures, size etc
- Understands that maps show where places are.

On Track Checkpoint 2

- Can briefly explain what the difference is between human and physical features
- Identifies features on a simple map (trees, house, river, mountain)
- Understands that signs and symbols can tell us about a place
- Understands that we are in the city of Southampton, and that it is a small part of the county Hampshire, which is part of the country England.

Preschool

- Begins to make sense of their own life and family history and beliefs.
- Joins in with family customs and routines
- Recognises and describes special times of events for family or friends
- Knows some of the things that make them unique.
- Shows interest in the lives of people who are familiar to them
- Can talk about some of the similarities and differences in relation to friends and family
- Knows that other children do not always enjoy the same things as them and are sensitive to this
- Enjoys joining in with family customs and routines
- Develops positive attitudes about differences between people
- Understands that Christmas and Easter are celebrations.
- Understands that not everybody celebrates Christmas and Easter

On Track Checkpoint 1

- Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. They realise that this makes us all unique and interesting.
- If have family they visit abroad, they talk about their experiences.
- If they have been abroad on holiday, they talk about their experiences.
- Understands that the word 'Religion' means a belief in God or Gods.
- Understands that some places are special to members of the community
- Can identify some Christian symbols.
- If they attend a place of worship, can they talk about when and why they go.
- Understands why Christmas is celebrated and important to Christians.
- Can retell the Christmas story
- Realise that while most people in England celebrate Christmas, not all countries do.

Preschool

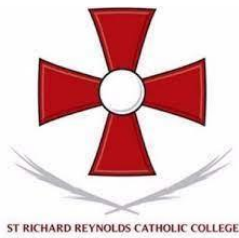
- Shows interest in the lives of people who are familiar to them
- Can talk about some of the similarities and differences in relation to friends and family
- Enjoys joining in with family customs and routines
- Develops positive attitudes about differences between people
- Talks about some of the things they have observed in different places
- Comments and asks questions about aspects of their familiar world, such as the place they live
- Make imaginative and complex 'Small Worlds' with blocks and construction, such as a city with different buildings and parks
- Knows we live in England

On Track Checkpoint 1

- Talks about where they live in relation to the building, how busy the environment is and describes what they can see.
- Knows where they live and the type of building they live in (e.g. flat, bungalow)
- Knows that every home has its own address.
- Knows that more than one house is in a village or town and that cities have lots of houses.
- Knows that there are different countries in the world
- If have family they visit abroad, they talk about their experiences.
- If they have been abroad on holiday, they talk about their experiences.
- Can talk about how people live in Lapland
- Understands that maps show where places are.
- Realise that while most people in England celebrate Christmas, not all countries do.

On Track Checkpoint 2

- Understands that signs and symbols can tell us about a place
- Understands that we are in the city of Southampton, and that it is a small part of the county Hampshire, which is part of the country England.



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	<p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Can use local maps to locate objects/places they know - Can use a map to describe their journey to school - Uses basic geographical vocabulary to refer to physical and human features. - Can draw and create their own maps using real objects and or pictures and symbols - Can use directional language to describe how to get to somewhere. <hr/> <p>ELG:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Can talk in detail about the celebration of Diwali - Can talk in detail about Chinese New Year - Understands that weddings can be very different in different cultures - Recalls simply what happens when a baby is welcomed into a religion. - Understands why Christians celebrate Easter <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Understands that Sikhism also has a special book, like Christianity. - Understands that Sikhs are not Christian and vice versa. <hr/> <p>ELG:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Understand that a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another. - Can talk about other countries that are represented in our class (e.g. what they eat, wear, buildings) <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Can find England on a world map. - Can talk about differences in celebrations, buildings, food and clothing when comparing China, Lapland, India and England <hr/> <p>ELG:</p> <ul style="list-style-type: none"> - 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
	<p>Provisions</p> <ul style="list-style-type: none"> Investigation stations Provide simple maps of the local area Provide natural materials to explore Connecting to Nature Sessions Senses exploration 	<p>Provisions</p> <ul style="list-style-type: none"> Multicultural provision- dolls, small world, role play etc. Visits from members of the community from different faiths etc. Visits to different places of worship Look at pictures from other cultures 	<p>Provisions</p> <ul style="list-style-type: none"> Provide pictures/ artefacts/ watch videos of life in other countries Provide maps



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The Natural World

Key Skills: Identifying, reflecting and understanding

Preschool

- Knows that some things are living and others are non-living
- Begins to understand the need to respect and care for the natural environment and living things
- Explores the natural world around them using their five senses
- Talks about patterns they notice in their environment (e.g. brick, grates and bark rubbings)
- Explores collections of materials with similar and or different properties
- Talks about features they like and dislike in their environment
- Talks about what they see using a wider vocabulary
- Asks questions about what they have observed
- Can plant a seed
- Knows how to look after a planted seed so that it can grow
- Understands the key features of the life cycle of a butterfly
- Uses vocabulary 'petals', 'roots', 'bulb', 'branches', 'stem', 'seeds'

On Track Checkpoint 1

- Explores collections of materials, identifying similar and different properties
- Can name their five senses
- Discusses how to care for living things and their habitats
- Uses vocabulary 'trunk', 'buds', 'evergreen', 'deciduous'
- Looks at and discusses the features of hedgehogs and understands the word 'hibernation'
- Can answer questions about what they have observed

On Track Checkpoint 2

- Knows most plants start growing from a seed or bulb
- Knows plants need water, warmth and light to grow and survive
- Knows how to find out information about nocturnal animals and can share this, demonstrating their understanding.
- Looks carefully at plants, talking about what shapes and colours they can see.
- Makes observations about shapes and colours and tries to record these through drawings.
- Knows names for baby animals and can match these to their adult.

Preschool

- Explore the natural environment around them
- Asks questions about what they have observed
- Talks about holidays they have had

On Track Checkpoint 1

- Can talk about the environment around them
- Can talk about the environment in Lapland
- Can describe how the natural environment in Lapland is different to ours.
- Can answer questions about what they have observed
- Knows what the word habitat means

On Track Checkpoint 2

- Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, minibeasts)
- Can talk about differences in environment when comparing China, Lapland, India, and England
- Can talk about how different animals live in different climates (e.g. huskies in Lapland)

On Track Checkpoint 3

- Can talk about different natural environments around the world that have specific characteristics such as deserts, forests, islands
- Knows that the weather can be different in different countries.

Preschool

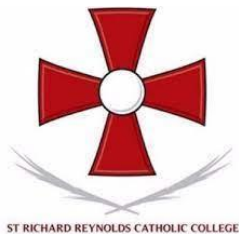
- Explore collections of materials with similar/ different properties
- Talk about the differences between materials and the changes they notice (ice, cooking)
- Explores different forces and how things work (e.g. pulling and pushing, stretching, snapping, displacing water when pushing things into it)
- Asks questions about what they have observed
- Understands the key features of the life cycle of a butterfly

On Track Checkpoint 1

- Explores the natural environment around them
- Talks about changes that happen in the natural environment during Autumn and Winter
- Can talk about how and why ice is formed
- Observes and discusses natural processes such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water.
- Can answer questions about what they have observed
- Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc)
- Can explain what the word 'nocturnal' means
- Talks about how we can be safe in the dark

On Track Checkpoint 2

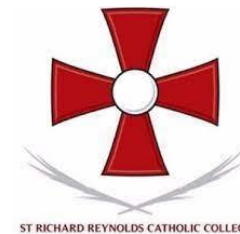
- Knows there are seasons that repeat and go in order
- Talks about changes that happen in the natural environment during the Spring
- Knows names for baby animals and can match these to their adult.
- Looks at animal key stages of development from birth to adult
- Knows that the length of day and night changes depending on the season



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ST RICHARD REYNOLDS CATHOLIC COLLEGE

	<p>- Looks at animal key stages of development from birth to adult</p> <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly - Knows a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight - Can use a range of equipment such as pooters, magnifying glasses <hr/> <p style="text-align: center;">ELG:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<ul style="list-style-type: none"> - Expresses opinions on natural and built environments, using vocabulary such as 'busy', 'quiet', 'pollution' - Can talk about underwater worlds and how these are habitats for different creatures depending on where they are in the world - Shows understanding of how humans can impact the environment (e.g. buildings, pollution) and what we can do to help. <hr/> <p style="text-align: center;">ELG:</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 style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Uses vocabulary past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun) - Knows there are 12 months in a year and the names and order of these. - Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time). - Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly <hr/> <p style="text-align: center;">ELG:</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
	<p style="text-align: center;">Provisions</p> <ul style="list-style-type: none"> Connecting to nature sessions Outdoor areas Pictures of animals Plants to create process/ observational art Photos to explore Outdoor investigation areas Magnifying glasses etc for investigation 	<p style="text-align: center;">Provisions</p> <ul style="list-style-type: none"> Photographs and books related to other environments Books from around the world e.g. jungles, polar, different continents. 	<p style="text-align: center;">Provisions</p> <ul style="list-style-type: none"> Forest School Investigation stations Materials both natural and man-made to explore and discuss Explore forces in everyday life Playdough making station Cooking