# EYFS Understanding the World Progress Model

## History Links

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|---|---|---|---|---|---|---|---|
| I can talk about myself and my family | I can tell other people what my name is | I can talk about who I am | I can say who I live with | I can talk about my immediate family | I can discuss similarities and differences between the people in my family | I can sequence family members by age (baby, toddler, child, teenager, adult, elder) | I can talk about different ages and what they can and cannot do |
| I can talk about different occupations | I show an interest in different occupations eg nurse, police, fire fighter | I know that people can get a job to get money | I can talk about a wider range of careers such as author, shop keeper, artist, builder | I can talk about different occupations of family members | I can talk about similarities and differences between professions | | |
| I can talk about events in my own past | I can recognise myself in photos from the past | I begin to make connections between the world around me and things I have experienced before (e.g. "I saw a dog like that at the park") | I can briefly talk about things I did in the past that were important to me when looking at photos | I can talk about things I did in the past that were important to me in more detail when looking at photos | I can talk about things I did in the past that were important to me in detail from memory | | |
| I understand and use language related to past and present | I show an awareness of the passage of time using language like today, tomorrow, yesterday (not correctly) | I use and understand the words old, new and a long time ago | I use and understand the words yesterday/ tomorrow correctly | I use and understand the words past and present | | | |
| I comment on characters, events and objects from the past | I can talk about what we would see, hear, smell, taste and feel during historical event celebrations such as Bonfire Night | I begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago | I can sort objects/images into old and new and compare similarities and differences | I can sort objects/images into past and present and compare similarities and differences | | | |
| I can talk about famous historical figures | I know that a historical figure is someone from the past | I can name some historical figures | I can describe what historical figures did in the past | | | | |

### Key

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= Reception

## KS1 Links

To make simple observations about different types of people, events, beliefs within a society.

To begin identifying similarities / differences between ways of life at different times.

To use words & phrases like: old, new, a long time ago, yesterday, a week ago, last month, next, further in the past, day, week, month

To place events and objects in order.

To recognise their own lives are different from lives of people in the past.

# EYFS Understanding the World Progress Model

## Geography Links

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| I can use a map | I use the word map in play | I can talk about what a map is used for | I can identify features on a simple map (trees, roads, mountains, houses) | I can use maps to l ocate objects in 'real life' around school in a group | I can briefly explain the difference between human and physical features |
| I can explore a globe | I know that a globe is a map of the world | I can identify land and water on the globe | I can point out some countries and continents on the globe- UK, Africa, the Arctic | | |
| I can talk about homes | I can say the word house in play | I can name different types of homes- house, bungalow, flat | I can name different types of homes- terraced house, detached house, semi-detached house, bungalow, flat, cottage | I can explain features of different homes | I can identify similarities and differences between homes in our country |
| I can talk about my local area | I can briefly talk about things I see in the world around me (e.g., pointing to trees, animals, or vehicles). | I can talk in more detail about what they see in their own environment (school/home) | I can talk about local environments (their road, Eastwood, Clifton Park, Parkgate) | I can compare local environments with each other | |
| I can talk about the country that I live in | I can notice and describe features of my environment, such as weather, plants, or animals. | I know that we live in Rotherham which is in England | I know that London is the capital city of England | I know that England is in the UK and that 4 countries make up the UK | I know that there are different countries and continents in the world and can name some other countries- UK, Africa, the Arctic |
| I can talk about the world we live in | I can articulate what daily life is like in England | I can identify similarities and differences between homes in England and other places in the world | I can use pictures to compare and contrast England with other countries | I can make comparisons between life for children in different countries | |

Key

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= Reception

## KS1 LINKS

Use simple maps & globes to help recognise countries within the UK, continents and identified oceans.

Identify and describe similarities and differences of their local physical and human environment using simple geographical language.

Knows where they live (house, flat, bungalow)

Talk about what they see in their own environment (school/home) using a wide vocabulary

Name countries and capital cities of the UK, the 7 continents and 5 oceans.

Identify characteristics of the 4 countries of the UK.

# EYFS Understanding the World Progress Model

## RE Links

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|---|---|---|---|---|---|---|
| I know that people have different beliefs and that there are different religions | I begin to imitate other people's beliefs and actions | I know that people have different beliefs | I know that a religion is what people believe and worship | I can name some different religions- Christianity, Islam, Sikh, Hindu | I can talk about some of the beliefs of different religions | |
| I know about different religious celebrations | I take part in celebrating different religious celebrations | I can enjoy food, music, or lights during special times. | I can join in with activities for special celebrations/ festivals like Diwali, Christmas or Eid. | I can talk about what I see and hear during a celebration/ festival. | I can name some celebrations/ festivals and say who celebrates them. | I can compare similarities and differences between celebrations/ festivals |
| I understand that that there are places of worship | I can look at pictures of special buildings with interest. | I can play with blocks or small world to build a special place. | I can say that some buildings are special for different people. | I can talk about what I see in a place of worship. | I can name places where people go to worship. | I can talk about what people do in those places (e.g., pray, sing, be quiet). |
| I can re-tell key points from religious stories | I can listen to a short story with an adult. | I can listen to and remember parts of a religious or moral story. | I can retell simple religious stories and say what they mean. | | | |

Key

= N1

= N2

= Reception

### KS1 Links

Can identify aspects of own experience and feelings, in religious material studied

Can recognise features of religious life and practice

Recount outlines of some religious stories

# EYFS Understanding the World Progress Model

## Computing Links

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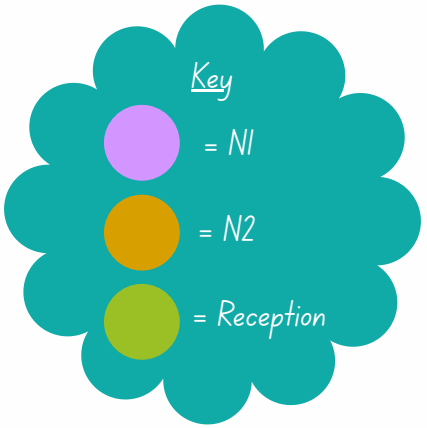
|---|---|---|---|---|---|---|
| I know how to keep myself when using technology | I can sit with an adult when using a digital device. | I can recognise familiar adults who help me. | I can ask an adult if I need help using a device. | I can say that I need to ask before using technology. | I can say I should not share my name or where I live online. | I can tell an adult if something I see or hear upsets me. |
| I know about technology in our world | I can notice lights, sounds, or movement from toys and objects. | I can copy adults using phones or remotes in my play. | I can name some types of technology I see at home or nursery. | I can say what some technology is for (e.g., taking pictures, playing music). | I can talk about different types of technology and what they are used for. | I can say how technology helps us. |
| I can use technology purposefully | I can press buttons and see what happens. | I can tap or swipe a screen with help. | I can use a tonie box to listen to stories and music with support | I can use a tablet or camera to take a photo with support | I can use devices like tablets, cameras, and audio recorders independently. | I can complete simple tasks using technology. |
| I can explore, give and follow simple instructions to make things move or work | I can follow simple instructions like "put it in" or "come here." | I can watch a toy move when someone presses buttons. | I can follow a short sequence of instructions (e.g., "forward, forward, turn). | I can programme a Bee-Bot with support | I can give and follow instructions to control a programmable toy | I can predict what will happen when I press certain buttons. |
| I can use logical thinking to solve problems | I can repeat actions to make something happen again. | I can explore what happens when I press or move something. | I can notice patterns and try to solve problems when something doesn't work. | I can try different ways to make something work. | I can talk about what went wrong and how to fix it. | I can change what I'm doing if something doesn't work. |
| I can use technology to be creative | I can use my finger to make marks on a touch screen. | I can look at photos or videos of myself with interest. | I can draw a picture using a digital drawing tool. | I can record my voice with support. | I can create pictures, stories, or recordings using digital tools. | I can take photos or videos to show my ideas or work. |




## KS1 Links

Understanding how to create digital art using an online paint tool.

Developing control of the mouse through dragging, clicking and resizing of images to create different effects.

Developing understanding of different software tools.

Taking and editing photographs.

Using a basic range of tools within graphic editing software.

Programming a Bee-bot/Blue-bot to follow a planned route.

Learning to debug instructions when things go wrong.

Developing a how to video to explain how the Bee-bot/ Blue-bot works.

Learning to debug an algorith an unplugged scenario.

# EYFS Understanding the World Progress Model

## Science Links

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|---|---|---|---|---|---|---|
| I can investigate materials | I can explore and engage with objects and materials around me. | I can explore collections of materials with similar and/or different properties | I can identify and name everyday materials- wood, plastic, glass and metal | I can talk about the similarities and differences between materials- hard/soft, bumpy/smooth, shiny/ not shiny | I can begin to understand why certain materials are better to use for different things- waterproof | I can identify and sort different materials based on their properties and the results from experiments- hard/soft, rough/smooth, shiny/ not shiny, float/sinks. |
| I know about the human body | I can begin to show curiosity about people and objects, reaching out to investigate them | I can use my senses to explore the world around me | I can name parts of my body- head, arms, legs, eyes, nose, ears and mouth | I can name my back, neck, elbows, shoulders, knees, hands, feet. | I can name my 5 senses- sight, hear, smell, touch, taste and explain what they are used for | |
| I can talk about the weather and four seasons | I can name different weather | I can name the four seasons of the year- Autumn, Spring, Summer and Winter | I can talk about seasonal changes for each season- weather, animals, plants and trees, clothing | I can order the four seasons | I can compare and contrast the four seasons | |
| I know about animals, insects and sea creatures | I can recognise and name some common animals, insects and sea creatures | I can recognise and name a wider range of animals, insects and sea creatures | I can identify and say the name of baby animals: pig, cow, duck, chicken, horse, dog and cat. | I can talk about the different habitats that animals, insects and sea creatures live in | I can talk about the life cycle of a chick/ duck and butterfly | |
| I know about plants | I begin to explore the natural world by collecting items like leaves, stones, or flowers. | I can identify a plant | I know that a plant is a living thing and I can say what a plant needs to survive- water, light, food | I can name parts of a plant | I can talk about the lifecycle of a sunflower | |
| I know about Space | I know that the world is a planet | I know that the world has one moon | I know that there are other planets in our solar system and name some | I know that there is no gravity on the moon | | |
| I can explore cause and effect | I can show interest in cause and effect (e.g., pressing a button to make a noise). | I can start to understand simple cause-and-effect relationships (e.g., "If I press this button, it will light up"). | I can explore and talk about different forces they can feel- that they produce- lifting, pulling, pushing, twisting and feel on their bodies- such as on swings, wobble board, slides etc | I can investigate push and pull | I am beginning to understand how magnets work and use investigate which materials are magnetic and non-magnetic | I am beginning to understand that gravity is a force that pulls us toward the Earth |

Key

= N1

= N2

= Reception

## KS1 Links

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

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Observe and describe weather associated with the seasons and how day length varies.

Observe changes across the four seasons.

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.

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)