



Subject Non- Negotiables –

Skills and knowledge components: Understanding the World progress model

Links to ks1 curriculum	Examples of expectations for throughout the Reception Year Year 1 expectations $\xrightarrow{\hspace{2cm}}$ Pre- school leavers Reception Key: Yellow - Autumn, Green - Spring, Blue - Summer. Dragonfly Nursery Key: Pink Ladybird Nursery Key: Red					
HISTORY LINKS Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.	Can discuss similarities and differences between people in their family	Can talk about members of immediate family in more detail	Can talk about past and upcoming events with their immediate family	Can briefly talk about some members of their family	Can talk about any pets that they might have	Able to say who they are and who they live with
	Can identify similarities and differences between jobs	Can identify emergency situations and knows who to call, e.g lifeguards	Is able to discuss different occupations of family members	Talks about a wider range of occupations (farmer, artist, author, train driver etc)	Shows an interest in different occupations (nurse, doctor, police, fire...)	
	Sequence family members, explaining who they are and the key differences between what they can/can't do		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members by size and name (baby, child, adult)	
Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.	Compare and contrast characters from stories, sharing similarities and differences		Shares some similarities between characters, figures or objects	Shares likes and dislikes	Comments on fictional characters in stories	
	Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences				Comments on historical figures or objects in non-fiction texts	

<p>Knowledge to be taught</p>	<p>Ladybird Nursery: Identity of self, who they live with, names of story characters. Dragonfly Nursery: Explore sense of self, immediate family, home and occupations. Reception: There can be similarities and differences between people, their stage in life and their occupations. Vocabulary - past, present, future. Everyday objects/items have changed over time, including transport.</p>				
<p>R.E. LINKS</p>	<p>Describe memories that have happened in their own lives.</p>	<p>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p>	<p>Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</p>	<p>Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"</p>	<p>Comments on recent pictures of experiences in their own life. "This was me at the farm..."</p>
	<p>Can recognise, name and describe religious places.</p>	<p>Knows why religious venues are special and who goes there</p>	<p>Can name different religious venues - Church, Mosque, Mandir, Synagogue</p>	<p>Knows that there are special places of worship</p>	
	<p>Describes the main beliefs of a religion. Describes the main festivals of a religion.</p>	<p>Can articulate what others celebrate and begin to explain</p>	<p>Developing positive attitudes about differences between people</p>	<p>Knows that there are differences between what people believe</p>	
<p>Knowledge to be taught</p>	<p>Ladybirds: Baby Jesus is special, Noah built a boat, how experiences make them feel. Dragonflies: There are different faiths and festivals celebrated, Key Bible Stories: Noah's Ark - colours of the rainbow and significance of the rainbow, Nativity Story - Mary, Joseph, Jesus, Angel Gabriel, God, Creation Story - God, Seven Days, Easter Story - God, Jesus, Cross, Resurrection, The Lost Sheep, The Good Samaritan - Love, Caring, Friendship, Kind. Christian Values. Reception: People have a right to a faith, have different beliefs and worship/celebrate in different ways/places.</p>				
<p>Geography links</p>	<p>Use basic geographical vocabulary to refer to physical and human features</p>	<p>Can briefly explain the difference between human and physical features</p>	<p>Can use maps to locate objects in 'real life'</p>	<p>Identifies features on a simple map (trees, house, river, mountain)</p>	<p>Knows what a map is used for</p>
	<p>Uses world maps to identify countries. Name and locate the four</p>	<p>Begin to name the countries of the UK and at least 2 other countries.</p>	<p>Begin to be aware that 4 countries make up the UK and can name at least 1 other country.</p>	<p>Knows that there are different countries in the world</p>	<p>Knows that we live in Camborne, which is in Cornwall. Cornwall is in England.</p>

	countries and capital cities of the UK. Compare the UK with a contrasting country	Can identify similarities and differences between homes in other countries	Can identify similarities and differences between homes in our country	Knows that different countries have different homes	Can explain features of other homes	Knows where they live (house, flat, bungalow)
		Makes comparisons between life for children in different countries		Explains how life may be different for other children		Can articulate what daily life is like in our country
	Observe the natural and humanly constructed world around them	Use pictures to compare and contrast environments around the world	Recognise some environments that are different to the one in which they live	Talk about local environments (their road, the park, library)		Show an interest in the environment through pointing and naming things. Talk about what they see in their own environment (school/home) using a wide vocabulary
knowledge to be taught	<p>Ladybirds Nursery: the names of objects inside and outside.</p> <p>Dragonfly Nursery: Begin to sequence past events, explore differences between people and their beliefs.</p> <p>Reception: Transport - how you can travel to different places around the world. Environments - farms, towns, cities, rural areas, Space, Jungle, beach, Polar. Houses and homes - different houses and homes around the world. How to use a simple map.</p>					
Science	Explores the world around them, asking how and why Q's. Decides how to sort and classify objects.	Explores the natural world around them	Talks about differences between materials and changes they notice.	Explore collections of materials, identifying similar and different properties		Explore collections of materials
		Begins to explain what their five senses are.		Begins to be aware of their 5 senses.		Uses senses in hands on exploration
	Notices links between cause and effect (speed, shape, direction and magnetism)	Explores non-contact forces (gravity and magnetism)		Explores and talks about forces (push and pull)		Explores how things work
	Identify seasonal weather patterns	Understand the effect of seasons on the natural world, discussing when and how things grow		Names and orders seasons	Can identify what you need to wear for each season and why	Understands that the weather changes and that in different countries you have different weather

	Observe the natural and humanly constructed world around them	Understands the need to respect and care for the natural environment and all living things.	Can talk about different life cycles	Can say what plants need to survive	Can explain the life cycle of a butterfly.	Plants seeds and cares for growing plants with support	Understands the difference between plants and animals
Knowledge to be taught	<p>Ladybird Nursery: weather vocabulary - warm, hot, cold, rain, sun, wind, snow.</p> <p>Dragonfly Nursery: Explore immediate surrounding area, explore seasons in England, look at weather in different countries.</p> <p>Reception: New Life - Plants/minibeasts, growth, including how we care for them.</p> <p>Use senses to explore why things happen: Floating and Sinking, forces, seasonal changes.</p>						
Computing links	Uses various tools such as brushes, pens, eraser, stamps and shapes	Use various tools such as brush, pens, stamps, erasers and shapes with support	Select brushes, colours and rubbers when drawing on paint software		Mark make on paint software on the Interactive Whiteboard		
		Children can independently change games or increase levels of difficulty on games	Can play simple games on the Interactive Whiteboard by dragging and dropping items		Can play simple games on the Interactive Whiteboard by pressing buttons		
		Erases content and understands how to charge the cameras	Children can record videos on the iPad	Children can take photos on the iPad		Children can switch an iPad on and off	
	Identify which things count as personal information. Asks for help when they need it.	Children know what personal information is and know that it should not be shared online	Children know to ask for help if needed				
Knowledge to be taught	<p>Ladybirds Nursery: how to use an interactive toy.</p> <p>Dragonflies Nursery: Explore and use MiniMash - moving through and choosing different programs of interest, exploring mark making through 'paint projects'. Use Topmarks and Phonics Bloom for interactive Maths and Phonics.</p> <p>Reception: How to use a simple programme on an iPad and on an IWB.</p> <p>How to use technology for a purpose - iPad camera to capture an experience.</p> <p>How to keep safe when using the internet with adult support.</p>						