



Reception Understanding the world progression

Past and present

Prior Knowledge - Development Matters – 3 – 4 Year Olds:

- Begin to make sense of their own life-story and family's history.
- Talk about what they see, using a wide vocabulary

Baseline	Autumn	Spring	Summer	ELG's
<p>Talk about the different jobs people do.</p> <p>Name some members of my family and talk about them.</p> <p>Talk about the roles of people in society</p>	<p>Talk about changes that have happened to me throughout my life from a baby to now.</p> <p>Talk about my family and who I live with.</p> <p>Talk about people in the community and their roles including jobs.</p>	<p>Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.</p>	<p>Talk about the lives of people I am familiar with.</p>	<p>Talk about the lives of people around them and their role in society.</p>
<p>Talk about myself and some of the ways I have changed</p>	<p>Become more aware of the past linked to myself and my family and how it has changed.</p>	<p>Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts.</p>	<p>Discuss similarities and differences between the past and now.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
	<p>Talk about what I can see in pictures of the past.</p>	<p>Talk about what I have heard and seen in stories and picture books and how this is different/ the same.</p>	<p>Talk about the past using books and stories talking about the characters, settings and events.</p>	<p>Understand the past through settings, characters and events encountered in books and storytelling.</p>



People, cultures and communities

Prior Knowledge - Development Matters – 3 – 4 Year Olds:

- Continue developing positive attitudes about the differences between people.
- Show interest in different occupations
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Baseline	Autumn	Spring	Summer	ELG's
Explore the world around me with all my senses.	<p>Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell.</p> <p>Starting to explore the natural world of where I live and the environment around school.</p>	<p>Explore and talk about the natural world using what I know from stories/ non-fiction.</p> <p>Draw information from a simple map and use the correct vocabulary such as road, village/town/city</p>	<p>Can describe the school environment and the environment around it using what I know from</p> <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps 	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
<p>Talk about a festival that they have been a part of.</p> <p>Are accepting of others differences.</p>	Talk about how people from different countries celebrate Christmas and other festivals such as harvest festival and Diwali.	<p>Talk about some special places such as where people worship in our and other communities.</p> <p>Talk about different features in places of worship.</p>	Talk about religion and culture within my country and explore different customs such as who they worship and how this is celebrated. (UK)	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.
Know there are different countries in the world.	Can start to use stories and pictures to talk about differences in life in other countries.	<p>Can draw information from a simple map where my school is situated.</p> <p>Can start to talk about the differences in lives in other countries</p>	Can talk about what is the same and different in life in this country and in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps.



The natural world

Prior Knowledge - Development Matters – 3 – 4 Year Olds Check Point

- Explore collections of materials with similar and/or different properties.
- Explore how things work.
- Use all their senses in hands on experiences of the natural world
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Baseline	Autumn	Spring	Summer	ELG's
Can talk about what they can see outside using a wide vocabulary.	Can describe what they can see, hear and feel outside when exploring the natural world and environment around them including where they live and at school.	Can describe different types of animals whilst looking at countries around the world.	<p>Can make observations of animals and plants and use these observations to draw pictures which will include detail of the natural world around us.</p> <p>Can talk about the different habitats where animals live and talk about the reasons why.</p> <p>Can talk about and label the life cycle of different animals.</p> <p>Can talk about what a plant needs to survive and why.</p> <p>Can observe and talk about how animals behave differently as the seasons change such as hibernation, having babies, changes in their body such as shedding hair.</p>	Explore the natural world around them, making observations and drawing pictures of animals and plants.



Riverside Academy

	<p>Can talk about the area they live in, including the weather etc.</p> <p>Can talk about the weather changes the environment.</p>	<p>Can describe their own environment and local area.</p> <p>Can describe another environment which is different to ours that we live in e.g. desert, Artic etc.</p>	<p>Can contrast the natural world around them with different environments.</p> <p>Can talk about and notice what is happening to our world with Global goals and how we can protect our planet.</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>Can change materials e.g. adding water to cornflour, mixing paint etc, and talking about what has changed.</p>	<p>Can talk about forces they feel e.g. push, pull etc.</p> <p>Can use magnets to show materials that are magnetic and not.</p>	<p>Can explore and observe what happens to the different states of matter.</p> <p>Can explore the state of matter when baking. They can talk about and notice what happens to the mixture when the milk is added to the flour.</p> <p>Can explore through play what happens to the state of matter when a different material is added such as paint mixing and mud play.</p>	<p>Can talk about the weather linked to seasonal change and name all the seasons.</p> <p>Can talk about changes of the states of matter of freezing and melting – and relate it to the Iceland and the ice caps.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>