

EYFS Understanding the World Curriculum Progression Overview

Understanding the world involves guiding children to make sense of their physical world and their community

Statutory Framework Sept 2021	Develop knowledge and sense of the world around them including Visits to local places Visitors from society	Understanding of our culturally, socially, technologically and ecologically diverse world (through broad selection of stories, non-fiction, rhymes and poems)	Enrich and widen children’s vocabulary Build important knowledge Familiarity with words that support understanding across domains.
Nursery Curriculum	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Explore how things work (e.g. wind-up toys and pulleys). Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Begin to make sense of their own life-story and family’s history. Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Nursery Curriculum Endpoints	<ul style="list-style-type: none"> Describe and use the 5 senses, noticing similarities and differences between different materials. Name and describe different occupations through visits/visitors and role play. Notice similarities and differences between countries in the world through own and peer experiences. Compare similarities and differences between countries of the world through photos and non-fiction. 	<ul style="list-style-type: none"> Demonstrate use of mechanical toys and equipment. Understand the concepts of growth and change in plants and animals and know it is important to care for the environment and all living things. Name own family and describe activities and events shared with family members. Notice similarities and differences between children and families through own experiences and stories. Celebrate cultural events and religious festivals that represent the Academy community. 	<ul style="list-style-type: none"> Learn and use taught vocabulary to answer questions and describe what they observe. Begin to use taught vocabulary in different contexts, first modelled by adults. Learn and use taught vocabulary to explore forces (e.g. water, elasticity, magnetism) and build knowledge. Learn and use taught vocabulary to explore changes of matter (e.g. cooking, melting) and build knowledge. Begin to describe changes they notice using taught vocabulary through adult interactions.

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Reception curriculum	<ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Recognise some environments that are different from the one in which they live. • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about members of their immediate family and community. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Learn and use taught vocabulary to ask and answer questions, describe what they observe and know. • Begin to use taught vocabulary in different contexts, through interactions with adults and peers. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.
Reception Curriculum Endpoints	<ul style="list-style-type: none"> • Describe features on a map (real or imaginary) and compare with a known environment or story. • Explore the natural environment on site and in the local area. • Describe different environments through first-hand experiences and photos, comparing and explaining similarities and differences. • Describe and explain different occupations and their role in society through visits and visitors. 	<ul style="list-style-type: none"> • Understand similarities and differences between the past and the present. • Know and describe some figures and events from the past. • Describe and make links between family activities and community events. • Celebrate special places, cultural events and religious festivals that represent the Academy community. • Compare similarities and differences between life, beliefs and celebrations in the Academy community and different countries. 	<ul style="list-style-type: none"> • Describe and explain changes they notice and observe in the world around them using taught vocabulary through adult interactions. • Describe observations of the natural environment using their senses. • Record observations through drawing living things. • Describe and begin to explain some processes and changes in the natural world (e.g. weather, seasons, freezing/melting).
Early Learning Goals	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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>ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.