



RECEPTION Curriculum Progression

UNDERSTANDING THE WORLD

Reception Understanding the World experiences taken from **Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage**

Reception (end-of-year expectations)

Laying the Foundations for GEOGRAPHY:

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

Laying the Foundations for HISTORY:

- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the human life cycle and how we changed.
- Compare some of the things that we do at different stages of life.
- Understand that our parents and Grandparents were young and listen to their stories.

Laying the foundations for SCIENCE:

- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them.
- Compare and describe different materials.
- Carry out simple tests.

EARLY LEARNING GOALS

Laying the Foundations for GEOGRAPHY:

People, Culture and Communities ELG

- 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.

Laying the Foundations for HISTORY:

Past and Present ELG

- 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.

Laying the Foundations for SCIENCE:

The Natural World ELG

- 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.



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AUTUMN	SPRING	SUMMER
<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Autumn 2 – LET’S CELEBRATE</p> <ul style="list-style-type: none"> • Discuss and share experiences of different celebrations including: Birthdays, Diwali, Hanukkah, and Christmas! <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <ul style="list-style-type: none"> • Expresses feelings about personal events • Understands that some places are special to members of their community • Recognises that people have different beliefs and celebrate special times in different ways • Understands there are different religious celebrations, some of which they take part in e.g. Christmas / Diwali / Hanukkah • Shows an awareness that some events are celebrated differently e.g. weddings or births • Recognises some similarities and differences between life in this country and life in other countries 	<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Spring 1 – 2 – ONCE UPON A TIME</p> <ul style="list-style-type: none"> • Create maps to and from different starting points e.g. through the woods, to the palace etc. • Learn about different celebrations including Chinese New Year <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <ul style="list-style-type: none"> • Show interest in maps and talk about the features of the map • Recognises that people have different beliefs and celebrate special times in different ways • Shows an awareness that some events are celebrated differently e.g. weddings or births • Recognises some similarities and differences between life in this country and life in other countries 	<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Summer 1- WHERE WILL WE GO?</p> <ul style="list-style-type: none"> • Look at maps and globes to find where UK and another area of the world. • Look at aerial photos of these areas to compare what they look like. • Begin to create and follow simple maps. • Create maps of school and walk around the local area. Look at maps and aerial views of Sacred Heart. • Compare the weather in UK and another area of our world. Collect simple data on our weather. • Compare the different buildings in a village in another part of the world and what they are used for. • Compare buildings in Southend/England to those in another place. <p>Summer 2 – OUR WONDERFUL WORLD</p> <ul style="list-style-type: none"> • Discussions on where we have been, where we live • Discussions about weather, temperature. • Investigation of outside areas and finding of animals. • Look at maps and globes to find continents and oceans and talk about how they are different, hot and cold land areas and oceans. • Talk about different creatures that live in the continents / seas • Introduce recycling and ways to look after our planet <p>ASSESSMENT CHECKPOINTS (knowledge / skills)</p>



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		<p>Look and listen for pupils to:</p> <ul style="list-style-type: none">• Find UK on a map.• Name some differences between 2 countries.• Know key features of Southend.• Create simple maps of places familiar to them.• Know there are Oceans and Seas and continents in our world.• Know why some continents and oceans are hot and some are cold.• Name different animals that live in the continents and oceans and whether they live in hot or cold oceans.• Know what household materials can be recycled.• Talk about why it is important to look after our planet. <p>People, Culture and Communities ELG</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.
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Vocabulary:

Place Names: Home, Address, Southend, Essex, England, UK, world

Geographical Terms and Processes: environment, man-made, natural, map, globe, land, ocean, deep, temperature, waste, rubbish, recycle, care, look after, responsibility

Locational Terms: building, homes, local, school, shops, city, country, homes, location, national, town, village, countries, open space, regions, ariel view, road map, travel

Laying the Foundations for HISTORY:

- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the human life cycle and how we changed.
- Compare some of the things that we do at different stages of life.
- Understand that our parents and Grandparents were young and listen to their stories.

Past and Present ELG

- 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.



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- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Autumn 1 – THIS IS ME</p> <ul style="list-style-type: none"> Talk about members of their immediate family. Discuss and share experiences of their own past Talk through their life and notice how they have changed. Know what they can do but babies can't. Look at how looking after babies have changed - different prams, bottles, nappies. Creation of a timeline for our life and Reception Year. <p>Autumn 2 – LET'S CELEBRATE</p> <ul style="list-style-type: none"> Discuss and share experiences of birthdays – past – their age – future. <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <ul style="list-style-type: none"> Talk about members of their immediate family. Name and describe people who are familiar to them. Talk about past and present events in their lives and how they have changed over time. Talk about things that we do at different stages. Order the stages of a human life. Understand that objects have changed over time and look at photos and handle old objects. 	<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Spring 1 - 2 – ONCE UPON A TIME</p> <ul style="list-style-type: none"> Share traditional tales stories, including those from other cultures. Focus on two key stories - share how the stories are different. <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <ul style="list-style-type: none"> Understand the past through settings, characters & events encountered in books – what is the same / different to now? Understand that traditional tales have been passed down for generations and have changed over time. To be able to retell the stories. Compare and contrast characters [and features] from stories, including figures from the past (e.g. castles / knights). To know that people have impacted on our present. 	<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Summer 1 – WHERE WILL WE GO?</p> <ul style="list-style-type: none"> To find out about some of the ways that Southend has changed over the years (now and then). <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <p>Past and Present ELG</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.

Vocabulary:

Baby, Toddler, Child, Teenager, Adult, Old person, Nappies, Bottles, Change, Age, Past, Present Generations, Oral story telling, Similarities, Differences, The present, The past, New, Old, Today, Similarities, Differences, Castle, Sequence, Timeline

Laying the foundations for SCIENCE:

- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them.
- Compare and describe different materials.
- Carry out simple tests.

The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.



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- 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.

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<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Autumn 1 – THIS IS ME</p> <ul style="list-style-type: none"> • Life Cycle of Human • Body parts <p>Autumn 2</p> <ul style="list-style-type: none"> • Changes – seasons – autumn → winter • Making observations • Planting <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <ul style="list-style-type: none"> • To name the main body parts, e.g. head, legs, arms, knees etc. • Understand the effect of changing seasons on the natural world around them. • Describes what they see, hear and feel whilst outside • Notices, comments and ask questions through their preferred method of communication, about changes in their familiar world e.g. falling leaves in autumn at the park, icy pavements • Talks about the differences between materials and changes they notice e.g. water and ice • Looks closely at similarities, differences patterns and change in nature 	<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Spring 1 - 2 – ONCE UPON A TIME</p> <ul style="list-style-type: none"> • What is the best material for a traditional tale character (cape)? • Sort materials according to texture, if they float, if they are magnetic, flexible, waterproof. • Carry out investigations into the different materials. • Design and make traps for a 'bad' story character. • Planting beans • Changes – seasons – winter → spring <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <ul style="list-style-type: none"> • Know what different materials are. • Name made and natural materials. • Investigate floating, sinking magnetic, waterproof. Talk about a fair test. • Develops an understanding of growth, decay and change over time • Understand the effect of changing seasons on the natural world around them. 	<p>CURRICULUM LEARNING ACTIVITIES that support pupils to:</p> <p>Summer 1 – WHERE WILL WE GO?</p> <ul style="list-style-type: none"> • Begin to understand where they live (Southend/ Essex) in relation to UK (and Europe/ World if appropriate). • Recognise some environments that are different to the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Look at UK animals and how they live. • Talk about the different environments the animals live in. • Compare animals that live in nests and how they build them. • Compare the animals that live underground and what special features they have. • Changes – seasons – spring → summer <p>Summer 2 – OUR WONDERFUL WORLD</p> <ul style="list-style-type: none"> • Name 5 animals that will live wild in our area. • Name the different environments, Woodland, grass land, Pond. • Talk about the differences between animals' homes. (burrow, nest, set) • Shows care and concern for living things and the environment • Discussions about forces and change within general provision. • Investigation area in provision <p>ASSESSMENT CHECKPOINTS (knowledge / skills) Look and listen for pupils to:</p> <ul style="list-style-type: none"> • Recognise the similarities and differences in places and environments. • Explore the natural world around them. • Know and talk about the life-cycles of a butterfly / frog and put them in the correct order. • To name and match some animals to their young and talk about how they have changed. • Understand the difference between living and non-living things. • Understand the effect of changing seasons on the natural world around them.



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		<ul style="list-style-type: none">• Describe what they see, hear, and feel whilst outside. <p>The Natural World ELG</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.
<p>Vocabulary:</p> <p>Plants — leaf, flower, fruit, root, seed, bean, branch, bark, winter, summer, spring, autumn.</p> <p>Animals— head, body, eyes, ears, mouth, teeth, elbows, wing, claw, feathers, fur, beak, paws, hooves, touch, see, smell, taste, hear, nose, tongue, set, nest, burrow, hibernation, nocturnal.</p> <p>Materials — object, material, wood, plastic, glass, metal, water, rock, hard, soft, stretchy, stiff, bendy, not bendy, waterproof, not waterproof, rough, smooth, shiny, dull, float, sink, manmade, natural</p>		