

## THS Progression Map EYFS for Understanding the World (Sep 2022)

	Minimum expectations for Muddy Ducks Pre-School			Minimum expectations for Reception			Links to KS1 curriculum
History Links	Able to say who they are and who they live with.	Can talk about any pets they might have.	Can briefly talk about some members of their family	Can talk about past and upcoming events with their immediate family.	Can talk about members of their immediate family in detail.	Can discuss similarities and differences between people in their family.	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.
	Shows an interest in different occupations (nurse, doctor, police, fire..)		Talks about a wider range of occupations	Is able to discuss different occupations of family members.	Can identify emergency situations and knows who to call.	Can identify similarities and differences between jobs	
	Sequence family members by size and name.		Sequence family members, explaining who they are, (baby, toddler, child, teenager, adult, elderly).		Sequence family members, explaining who they are and the key differences between what they can/can't do		
	Comments on fictional characters in stories	Shares likes and dislikes		Shares some similarities between characters, figures or objects.	Compare and contrast characters from stories, sharing similarities and differences		Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.
	Comments on historical figures or objects in non-fiction texts.				Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences		

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RE links	Comments on recent pictures of the experiences of their own life. ‘This was me at the farm.’		Comments on recent pictures of celebrations in their own life. ‘This was me celebrating Diwali’		Comments on images of familiar experiences, (holidays, visiting the park, going to the dentist).	Comments on pictures of a wide range of celebrations, (Diwali, Eid, Christmas)	Describe memories that have happened in their own lives
	Knows that there are special places of worship			Can name different religious venues – Church, Mosques, and Gurdwara as a minimum.		Knows why religious venues are special and who goes there	Can recognise, name and describe religious places.
	Knows that there are differences between what people believe.		Developing positive attitudes about differences between people.		Can articulate what others celebrate and begin to explain		Describes the main beliefs of a religion. Describes the main festivals of a religion
Geography Links	Knows what a map is used for		Identifies features on a simple map (trees, house, river, mountain)		Can use maps to locate objects in real life.	Can briefly explain the difference between human and physical features	Use basic geographical vocabulary to refer to physical and human features.
	Know that we live in Aylesbury which is in England		Knows that there are different countries in the world	Knows that 4 countries make up the UK and can name at least one other country.		Can name the 4 countries of the UK and at least two other countries	Uses world maps to identify countries and capital cities in the UK. Compare the UK with a contrasting country.
	Can articulate what daily life is like in our country.		Explains how life may be different for other children		Makes comparisons between life for children in different countries.		
	Knows where they live, (house, flat, bungalow)	Can explain features of other homes.		Know that difference countries have different homes	Can identify similarities and differences between homes in our country.	Can identify similarities and differences between homes in other countries	

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	Talk about what they see in their own environment (school/home) using a wide vocabulary.		Talk about local environments (their road, the park, Aylesbury)		Recognise some environments that are different to the one in which they live	Uses pictures to compare and contrast environments around the world.	Observe the natural and humanly constructed world around them
Science	Explore collections of materials.	Explore collections of materials, identifying similar and different properties.		Talks about differences between materials and changes they notice.		Explores the natural world around them	Explores the world around them, asking how and why Qs. Decides how to sort and classify objects.
	Uses senses in hands on exploration		Can name their 5 senses		Explain what their five senses are		
	Explores how things work		Explores and talks about forces (push and pull).		Explores non-contact forces (gravity and magnetism)		Notices links between cause and effect (speed, shape, direction and magnetism).
	Understands that the weather changes and that in different countries you have different weather		Can identify what you need to wear for each season and why	Names and orders seasons	Understand the effect of seasons on the natural world, discussing when and how things grow.		Identify seasonal weather patterns
	Understands the difference between plants and animals.	Plants seeds and cares for growing plants with support	Can explain the life cycle of a daffodil and a butterfly	Can say what plants need to survive	Can talk about different life cycles	Understands the need to respect and care for the natural environment and all living things	Observe the natural and humanly constructed world around them.
	Mark make on paint software on the Interactive Whiteboard.		Select brushes, colours and rubbers when drawing on paint software		Use various tools such as brush, pens, stamps, erasers and shapes with support		Uses various tools such as brushes, pens,

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Computing links							eraser, stamps and shapes
	Can play simple games on the interactive whiteboard by pressing buttons		Can play simple games on the interactive whiteboard by dragging and dropping items		Children can independently change games or increase level of difficulty on games		
	Children can switch a camera on and off	Children can take photos on a camera		Children can record videos on the camera	Children can edit photos	Erases content and understands how to charge the cameras	
				Children know to ask for help if needed.	Children know what personal information is and know that it should not be shared online.		Identify which things count as personal information. Asks for help when they need it.