



# Ivington CE Primary & Pre-school

Reaching together... with the fruits of the spirit

## EYFS Understanding the World Curriculum Progression Overview

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

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



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception curriculum</p>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use taught vocabulary to ask and answer questions, describe what they observe and know.</li> <li>• Begin to use taught vocabulary in different contexts, through interactions with adults and peers.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception Curriculum Endpoints</p>	<ul style="list-style-type: none"> <li>• Describe features on a map (real or imaginary) and compare with a known environment or story.</li> <li>• Explore the natural environment on site and in the local area.</li> <li>• Describe different environments through first-hand experiences and photos, comparing and explaining similarities and differences.</li> <li>• Describe and explain different occupations and their role in society through visits and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand similarities and differences between the past and the present.</li> <li>• Know and describe some figures and events from the past.</li> <li>• Describe and make links between family activities and community events.</li> <li>• Celebrate special places, cultural events and religious festivals that represent the community.</li> <li>• Compare similarities and differences between life, beliefs and celebrations in the community and different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain changes they notice and observe in the world around them using taught vocabulary through adult interactions.</li> <li>• Describe observations of the natural environment using their senses.</li> <li>• Record observations through drawing living things.</li> <li>• Describe and begin to explain some processes and changes in the natural world (e.g. weather, seasons, freezing/melting).</li> </ul>



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<b>Early Learning Goals</b>	<b>ELG: Past and Present</b>	<b>ELG: People, Culture and Communities</b>	<b>ELG: The Natural World</b>
	<ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>