Hollyfast : Progression in Learning Framework – Understanding the World

EYFS Statutory Educational Programme

The curriculum needs to include:

Understanding the world involves guiding children to make sense of their **physical world** and their **community.** The frequency and range of children's personal experiences increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world.** As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's **vocabulary** will support later reading comprehension.

Knowledge	Skills
• ***Know about and make sense of the physical world*** • ***Know about and make sense of their community*** • ***Know a range of subject specific vocabulary*** • ***Know about technology and how to access it and use it for a purpose*** • ***Know how things work and what they do*** • ***Know about the passing of time*** • ***Understand how to construct and deconstruct***	***Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore, observe, classify/sort,***

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
• Realise that their actions have an effect on the world, so they want to keep repeating them • Reach for and accept objects. Make choices and explore different resources and materials • Plan and think ahead about how they will explore or play with objects • Make independent choices • Do things independently that they have been previously taught • Bring their own interests and fascinations into early years settings. This helps them to develop their learning • Respond to new experiences that you bring to their attention	• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines • Show goal-directed behaviour • Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves • Keep on trying when things are difficult	• Sort materials • Review their progress as they try to achieve a goal Check how well they are doing • Solve real problems • Use pretend play to think beyond the 'here and now' and to understand another perspective • Know more, so feel confident about coming up with their own ideas • Make more links between those ideas

ELG: Past and Present	ELG: People, Cultures and Communities	ELG: The Natural World
Children at the expected level of development will: • **Talk about the lives of 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**	Children at the expected level of development will: • **Describe the** • **ir immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps** • **Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class** • **Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps**	Children at the expected level of development will: • **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**

Progression in Learning - Small steps Nursery to KS1

	Pre-School			Reception			Interface with KS1
Past and Present	Knows and understands 'today' and 'yesterday'	Knows some of the days of the week with support Knows and understands 'tomorrow'	Knows some of the days of the week with less support from adults	Knows the days of the week <u>and their order,</u> with adult support.	Knows the days of the week <u>and their order,</u> independently Begins to know the order of the seasons and that they repeat	Can talk about sequences relevant to them e.g. school day; getting ready for bed Know the order of the seasons	Knows that time passes in sequential order
	Uses the past tense of many common verbs e.g. played, saw, ran – mainly accurately	Can use the past tense to talk about what has already happened	Begins to know 'before' and 'after' as concepts	Knows 'now' and 'then' as a concept. Further developing understanding of 'before' and 'after' (e.g. knows before lunch and after lunch)	Uses ordering language (some of which is from books they have read) e.g. first, next, after that Draws on own experiences to find out about the past including from stories shared in class.	Is able to sequence stories and real events.	Has an awareness of common words and phrases relating to the passing of time Understands differences between the past and the present
	Can say who they are and who they live with Can talk about who/what is special to them e.g. nanny, dog		Can briefly talk about some members of their family	Sequences family members, explaining who they are (baby, child, ad ult)	Can describe some family memories	Notices and celebrate things they can do now that they could not do when they started school	Has an understanding of change within living memory – people

	Shows an awareness of the roles of the people in my learning space. Key Person Teacher Dinner Staff	Shows an interest in occupations they know about from their school environment: Headteacher Admin Staff Kitchen Staff Site Officer		Can talk about what a job (occupation) is. Know that you get paid for a job.	Can identify the role of the emergency services and talk about a wide range of occupations. Fire engine visit GP Know how to call for help.	Can talk about their aspirations for their own role in society Scientist – Greta Thunberrg Bob Marley. Get up Stand Up.	Understands similarities and differences between people
	Shows an interest in fictional characters in stories and rhymes	Shows an interest in people in non-fiction texts	Comments on events in books read to them/in class	Comments on people and events in books read to them/in class	Begin to compare and contrasts settings, events or characters from the past, that they have met in books	Knows some similarities and differences between the past and now, drawing on their experiences and books they have shared	Recognise some similarities between past and present
People, Cultures & Communities	Is beginning to explore simple maps in role play.	Identifies some features on a map.	Knows what a map is used for.	Identifies a range of features on a map (large picture map with roads, buildings, trees, cars).	Can use a map to find features in 'real life' (photo map of the school grounds)	Can use photos and kinaesthetic maps with objects to draw a map, based on a familiar stories.	Interprets a range of geographical information, including maps
			Knows where they live and talks about what they see at school or home.	Can understand differences in the school environment. Compare School building and Forrest School.	Can explain similarities and differences between where they live and another place, using observation, discussion and books.	Can begin to use a range of ways to find out about life in the UK compared with another country – Holiday destinations.	Compares the UK with contrasting countries
	In play, imitates everyday actions and events from own family and cultural background e.g., making and drinking tea	Is beginning to learn they have similarities and differences that connect them to, and distinguish them from, others	Remembers and talks about significant events in their own experience	Knows some of the things that makes them unique and special.	Can talk about some of the similarities and differences in relation to friends or family Talks about past and present events in their own life and in the lives of family members	Knows that other children do not always enjoy the same things and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities and traditions (link to Easter)	
	Knows about special events, festivals, places of worship relevant in their own life. Know's things that are special	Is beginning to understand that there are differences in what people believe Knows about some places of worship.	Is developing positive attitudes about differences between people. Knows there are differences in where people worship.	Says what might happen on some special days e.g., Birthday. Can name a place of worship.	Shows positive attitudes about differences between people Joins in with celebrations and recalls what happened last time on that day (link to Christmas/Harvest)	Can articulate what others celebrate and understand that some special days repeat annually Knows why religious places are special and who goes there.	Describes the main beliefs of a religion Describes the main festivals of a religion and its place of worship

	to them (e.g., teddy) Enjoys joining in with family customs and routines.	Knows about some festivals celebrated by others	Knows people in their community celebrate special days.				
The Natural World	As modelled by adults around them, explore the natural environment Knows the names of some animals through nursery rhymes and stories.	Explores the natural environment and begin, with support, to guide them to share what they can hear and see.	Explores the natural environment and can share what they can see and hear.	Explore, reflect and observe the natural environment over time. Describes it using their senses.	Talks about the features of their own immediate environment and how environments might vary from one another e.g. Hot V Cold (Text: Hunter's Icy Adventure)	Has developed an understanding of the effect their behaviour can have on the environment (link to Greta book- Greta and the Giants) Explores the natural world around them, compare how it has changed since Autumn. e.g flowers in bloom, leaves on trees and insects. (Bug hunt)	Explores the world around them and raises own questions
	With adult support, begins to observe weather	With adult support, describe the weather e.g sunny, cloudy, cold, wet, rain	Talk about weather independently, in a simple sentence. e.g It is sunny and hot.	Beginning to observe and interact with natural processes- e.g. changing weather e.g. discussions about the weather.	Begin to observe changing states of matter e.g. freezing, melting (link to seasons ice/weather/ winter walk)	Understands the effect of changing seasons on the natural world, including similarities and differences e.g compare two days across the year, using floor book.	Identifies differences, similarities or changes related to simple scientific ideas and processes
	Experiences forces e.g Moving scooter and bikes Rolling a hula hoop Rolling a ball	Explores forces and uses new vocabulary to describe them e.g Pushing and pulling.	Name common materials e.g Wood, plastic, paper.	Observe and describe that things can speed up and slow down.	Observes that a magnet can attract and repel. Know and identify what floating and sinking is. Know how to make something sink	Observes the natural process of light casting a shadow	Identifies differences, similarities or changes related to simple scientific ideas and processes