



## Newbold & Tredington CofE Primary School and day Nursery Progression in Learning Framework - Understanding the World



COMMUNICATION & LANGUAGE & UNDERSTANDING THE WORLD	Communication & Language underpins the EYFS curriculum and is fundamental in the development across all areas.	
Understanding the World Statutory Guidance - EYFS Framework	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	
Non Statutory Guidance - Development Matters	3-4 YEARS	RECEPTION
Where children are emerging, we plan for them using Birth to Three. We may use 'Birth to Five Matters' to support our planning if smaller steps are needed.	<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>- Talk about what they see, using a wide vocabulary.</li> <li>- Begin to make sense of their own life-story and family's history.</li> <li>- Show interest in different occupations.</li> <li>- Explore how things work.</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. Explore and talk about different forces they can feel.</li> <li>- Talk about the differences between materials and changes they notice.</li> <li>- Continue developing positive attitudes about the differences between people.</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>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map.</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> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> </ul>



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	AUTUMN		SPRING		SUMMER		AUTUMN		SPRING		SUMMER	
<b>Past &amp; Present</b>	Talk about themselves: things they enjoy, talking about their reflection in a mirror, name who is in their family.	Talk about the things we do during the day and night. Talk about themselves: things I can do	Talk about themselves: my home		Talk about how plants and animals change over time. (e.g. seeds, caterpillars)	Talk about themselves - things. I like/dislike, things I am good at and my family and friends.	Sequence: the things we do in the day/night How we have grown and changed Talk about myself - my home, things I could do in the past.	Talk about familiar objects in the past.			Observe and describe how plants and animals change over time.	
	Sequencing daily routines using visual timetable. Days of the week song each morning and months of the year song. Count down to events: e.g. how many sleeps? Advent calendar											
		Explore changes in seasons.						Know some changes in seasons.				
										Talk about significant people and or events in the past		
		Explore own experience of autumn celebrations (e.g Bonfire Night, Diwali)					Know that autumn celebrations happen each year (e.g Bonfire Night, Diwali)	Find similarities and differences between nurses in the past and now. (Florence Nightingale)	Cycle 2 - Jane Goodall.	Cycle 1- Queen Elizabeth II)	e.g. Charles Darwin, the first car (other transport linked according to interest)	
		Use mirrors to talk about our reflections.	Use photographs to talk about when we were a babies.	Use role play and small world play,					Use objects to talk about familiar objects in the past. Use photographs to look for how my school has changed.			
Use role play, small world play, stories and information books, songs, rhymes & poems												
Key Past and Present Vocabulary	<p>I, me, my, we ours, they            Family - member names; Mummy, Mum, Mother, Daddy, Dad, Father, Sister, Brother, Nanny, Grandad, Nanna, Grandpa (other names used by the children), Aunt, Auntie...Uncle, Cousin, Step Mum/Dad/Sister/Brother (if used/if appropriate by family), friends            Now, before, when, when I was a baby, when I was younger, past, long ago      First, next, after that, then      today, yesterday, at the weekend, last week, tomorrow, every day, day, night: morning, afternoon, evening, night            Old, new      Vocabulary/names of occupation      Names of different types of house, vehicles and some parts      The same, different, similarities, differences</p>											



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People, Places & Communities	Know some new things about Nursery: some routines, my key staff, some other children's names.		Name where we live (the village or town name).  Talk about places using small world and construction sets.	Know that some animals live in different places and countries.		Talk about my own experiences: journeys/ places I go to/have been.  Talk about different countries I have experienced or seen in photographs.	Know that I am part of Newbold and Tredington School.  Know the names and roles of the adults in school. (Newbold-on-Stour site)	Know some similarities and difference between how we live and how people live in the Arctic.	Know the names of some local villages and towns. Know that there are places that are different to Newbold on Stour.		Use pictures and materials to help me talk about how some places are the same and different to Newbold-on-Stour.	Talk about trips and journeys I have. been on. Talk about my bus journey to Tredington. Know that there are different countries in our world.
	Use maps in pretend play.		Use small word sets to make own places in play.			Use maps in pretend play.	Use a simple map of my school. (Newbold-on-Stour site)	Explore a globe with an adult.	Use maps with an adult to find local villages and towns.  Use the things I see to make a physical map and describe what is in Newbold-on-Stour.			Find some countries on a map with an adult.
	Use: small world, construction, role play, stories and information books, songs, rhymes & poems											
Know some new things about Nursery: some routines, my key staff, some other children's names.		Show interest in different occupations through role play, small world play and when we have visitors.  Take on different roles in pretend play.							Talk about some of the people in my community and their roles, including some of the adults in my school. (Tredington site) Use pictures, small world and role play to talk about people who help us.	Talk about significant people		
										Cycle 2 - Sir David Attenborough/Jane Goodall.	Cycle 1- our King and Queen today and in the past. (King Charles III, Queen Camilla, Queen Elizabeth II)	



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Experience stories and activities to celebrate people and occasions: e.g. Chinese New Year, Patron Saints, Internet Safety Day, World Book Day											
People, Places & Communities	Notice differences between people: things we wear, how we celebrate	Notice differences between people: families (SCARF), homes.		Explore Easter in Prayer time and through celebrations.		RE - SACRE: F1 road map	Learn some reasons why Christians perform nativity plays at Christmas. (RE) Learn some similarities and difference between myself and others: what and how we celebrate	RE - SACRE: F2 road map	Learn some reasons why Christians put a cross in an Easter Garden. (RE)	Learn some reasons why the word God is so important to Christians. (RE)	RE - SACRE: F3 road map
	Use the senses to explore the things we can see, hear, smell and feel outside.					Learn some signs that it is autumn and what has changed around me.			Know some signs that it is spring and what has changed.	Observe living things in my environment, taking photos and drawing them. Know some signs that it is summer and what has changed.	Know some ways that I can help look after our world.
Key People, Places & Communities Vocabulary	<p>Journey, travel, long, short behind, next to, underneath, on top of, under on, off, up, down straight on, turn, up, down, over, across, under, through</p> <p>Map, globe Village, town, near, far, Newbold-on-Stour, Shipston-on-Stour, others where the children live. Desert, forest, woods, jungle,</p> <p>rainforest, savannah, plains</p> <p>School, home, bus, car, walk, cycle, house, church, road, village hall, shop, street, traffic lights, zebra crossing, pavement, village green, ocean, sea, land, river</p> <p>Roles of people in school and people who help us in the wider environment, job</p> <p>Arctic, world, country and names from children's experiences. Visit, trip, holiday</p> <p>Harvest, Bonfire Night, Remembrance Day, Christmas, traditions, celebrate, celebrations, New Year, birthday, King Charles III, Queen Camilla, Queen Elizabeth II</p> <p>Today, now, present, past, long ago, history, days of week, months of year, seasons, baby, toddler, child, teenager, adult</p> <p>Vocabulary from RE units.</p>										



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The Natural World	Join in with songs and rhymes identifying the parts of our body.	Use our senses to explore different food.		Talk about some similarities and differences between animals, including: size, number of legs and their patterns. Learn the names of some baby animals.	Use our senses to explore different food, identifying likes and dislikes. Observe and talk about animals in my environment.		Name some parts of my body.			Talk about some similarities and differences between animals, including: where I might see them	Learn some of the things that living things (including myself) need to survive. Observe living things in my environment, taking photos and drawing them.	
					Plant seeds and plants with an adult. Look after plants with an adult.						Learn some of the things that living things (including myself) need to survive. Learn that seeds and plants need water and light to grow.	Learn some ways that I can help look after our world.
	Progressive Steps Through Learning to tidy toys/put belongings away in PSED to develop awareness of looking after where we are. Learning how and why to follow our SAFE & Kind rules.											
		Explore light and dark using torches.						Learn that we can make a shadow when we block the light.				



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		Explore forces around us using wind and balloons.				Make the toys and objects move that we have at Nursery. Explore floating and sinking.		Talk about and explain simply some of the forces around me using wind and balloons.			Talk about, explain simply and predict if an object will float or sink. Explain to others how to make toys and objects move. (Including magnets)
		Explore water and ice.	Explore how mud and sand change.	Explore how chocolate changes.		Explore materials through vehicle play.		Learn some ways that water changes.	Learn some ways that mud and sand change.		Name some everyday materials.
Key Natural World Vocabulary	Senses, observe, magnifying glass Seasons, spring, summer, autumn, winter, changes, weather names, the same, different, similarities, differences Pets, wild animals, farm animals, insects, mini beast and names of some of them, ocean, sea, land, lifecycle Materials, paper, card, wood, metal, plastic, magnet, light, dark, shadow, melt, melting, freeze, freezing, float, sink, dry, wet, air, pull, push, twist, turn, move, slide, up, down, release, let go Seed, grow, germinate, roots, stem, leaves, plant, tree, flower, blossom										
Technology	Investigate how toys in the setting work - buttons, knobs.	Use torches and light table.	Control Moving Cats so they move.	Use technology to listen to stories - with some support if needed.	With support: Use technology to record ideas using 'camera' on the iPads	Independently use a cd player. Investigate how toys in the setting work - levers, hinges, cogs.	Use technology to record ideas using 'camera' on the iPads	Use torches - putting them to recharge after each use. Use cd player to listen to music - use arrow buttons to choose favourite songs.	Know how to control Beebots so they move in different ways.	Use technology to listen to stories - use arrow buttons to choose favourite songs.	Use technology to record ideas using 'camera' and on the iPads. Use 'video' with some support.
	Know that photos, videos, songs and music can be watched using digital devices.						Know that digital devices and the internet can be used to find information.			Use the internet with an adult to find information.	
Key Technology Vocabulary	Knob, button, pulley, lever, iPad, laptop, cd player, torch, device, screen, with, on, off, password, internet, speaker, photo, video, Moving Cats, Beebots, instructions										