EYFS Curriculum Progression –Understanding the World – R.E Specific

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| **Educational Programme**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. |
| 2-3 year olds (Nursery 0 & 1) | 3-4 year olds (Nursery 2) | 4-5 year olds (Reception) |
| Curricular Goals and Milestones (Steps to Success) |
| **Has a sense of own family and can remember and share events they have been part of.*** Can identify significant people in their lives.
* Is interested in photographs of themselves and other familiar people and objects.
* Shows awareness of belonging to a small group.

**Use all their senses in hands on exploration.*** Explore collections of natural materials
* Talk about or respond to what they are seeing or experiencing in the natural world.
* Show curiosity and interest in the natural environment.

**Notice and show positivity to differences between themselves and others*** Make connections between the features of their family and other families.
* Notice differences between people.
* Through play activities, is able to communicate things of personal significance about their lives, beliefs and cultures.
 | **Can talk about some of my own and my family’s history (grandparents, parents, etc.)*** Begin to make sense of their own life story.
* Talk about some of the ways I have changed over my life
* Has a sense of own family and can remember and share events they have been part of.

**Can describe what they see, hear and feel when outside.*** Explore collections of materials with similar and/or different properties.
* Talk about things using a wide vocabulary.
* Use all their senses in hands on exploration.

**Talks about the differences I have seen in people, countries and communities*** Know there are different places and countries in the world.
* Develop positive attitudes to people and their differences.
* Notice and show positivity to differences between themselves and others.
 | **Understands similarities and differences between the past and now.*** Compare and contrast characters from stories, including figures from the past
* Comment of images of familiar situations from the past
* Can talk about some of my own and my family’s history (grandparents, parents, etc.)

**Understand some important processes and changes in the natural world around them.** * Explore the natural world around them, talking about changes and explaining why things occur.
* Recognise some environments are different to the one in which they live in- comment on and discuss similarities and differences.
* Can describe what they see, hear and feel when outside.

**Appreciate and accept different religious and cultural communities in their hometown, and around the world.*** Recognise that people have different beliefs and celebrate special times in different ways.
* Recognise some similarities between life in this country and others.
* Talks about the differences I have seen in people, countries and communities.
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| Statutory End of EYFS Assessment: Early Learning Goals | Links to Year 1 / Key Stage 1 | Characteristics of Effective Learning | Key Vocabulary |
| Past and Present ELG Children at the expected level of development will: - 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; People Culture and Communities ELG Children at the expected level of development will: - 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. The Natural World ELG 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. | History –Chronology – Talking about similarities and differences between ways of life at different times. - Interpretations of History - Comparing pictures or photographs of people or events in the past. Geography –Geographical skills and Fieldwork - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.-Place knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.-Human and Physical Geography - Identify seasonal weather patterns.Science – Plants – Identify and name a variety of common wild and garden plants.-Animals inc Humans – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.-Everyday Materials – Describe the simple physical properties of a variety of everyday materials.-Seasonal Changes – Observe changes across four seasons-Working Scientifically – Observing closely, Using their observations and ideas to suggest answers to questions, Identifying and Classifying.R.E - Shared Human Experiences – Notice and show curiosity about people and how they live their lives.-Living Religious Traditions – Use some religious words and phrases to recognise and name features of religious traditions.  | Playing and Exploring * Finding out and exploring
* Playing with what they know
* Being willing to ‘have a go’

Active Learning* Being involved and Concentrating

Thinking creatively and critically* Having their own ideas
* Making links

Working with ideas | Family – mum, dad, brother, sister, grandma, grandad, auntie, uncle, cousins, neighbours, communityScience - Environment, growing, big, small, planting, change, recycle, explore, predict, experiment, float, sink, melt, freeze, cook, hard, soft, warm, cold, hot, History - past, present, recycle, history, timeGeography - country, Warrington, Penketh, world, map, holidaySame, different, friends, skin, hair, eye, colour, jobsAutumn, Winter, Spring, Summer, Season, Nativity, Easter, Holi, Lunar New Year, Eid, Harvest, Remembrance Day, Halloween, Diwali, Hanukkah.  |

The Wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.

Loris Malaguzzi