Understanding the World Long Term Progression Overview

Check Point 1- December Check Point 2- March Check Point 3- May

Intent:

Our children will leave the Foundation Stage at Lower Peover CE Primary School with an increased knowledge and sense of the physical world around them, their community, and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment. Through their work our children will have experienced using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. They will have had opportunities to explore, observe and find out about people, places, cultures, technology, and the environment, and will have taken part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community (e.g., church) as well as enjoyed visitors and school trips that enhanced their learning.

Implementation:

Our topics, lessons and learning environment give our children the opportunity to experience a wide range of people, creatures, and the natural environment. We explore a range of cultures through the RE lessons and learn through a Christian ethos. We encourage them to make initial observations then test their predictions. The children can compare observations over time and ask questions. We use a range of equipment, books and visits to research and find out information and use a range of sources to find out information. We model how to respect people and other cultures through all our lessons. Direct adult-led activities help the children to find out more about the world around them and apply this in their play through the role play or small world areas. We introduce the children to new, subject specific vocabulary and provide opportunities for them to use those in everyday speech. We include trips in the local area and further away.

Below shows the progression of skills that build towards the Understanding the World Early Learning Goals.

Impact:

We believe all children will reach the Early Learning Goals in UTW by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and find out about the people and world around them. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in Science, History, Geography and Religious Education. We teach all subjects through our Christian ethos and learn an appreciation for a range of other cultures and people. We provide first hand experiences through trips and visits, planned to enhance our curriculum and the experiences our children receive.

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	Past and Present	
	Baseline - Can say who they are and who they live with - Answers questions about their family and where they live. - Shows an interest in different occupations (e.g. through roleplaying as a nurse)	**Baseline** - Shows awareness of time (e.g. stating 'next it's lunchtime'.) - Talks about how things are changing within a season (e.g. 'It's colder') - Talks about how they have changed (e.g. "I've got bigger"')
	On Track Check Point 1 - Describes who is in their family and discusses similarities, differences and changes - Discusses different occupations of family members	**On Track Check Point 1** - Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer). - Can talk about upcoming events in their life - knows they have grown from a baby into a child and that they will get older. - Can talk about how they have changed from when they were a baby (e.g. walking, talking). - Beginning to use vocabulary for time - today, yesterday, tomorrow, old, new, now, then - Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) - Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations
	On Track Check Point 2 - Talks about a wider range of occupations – people who help us - Can describe similarities and differences between occupations - Knows to call 999 in an emergency	**On Track Check Point 2** - Knows there are seasons throughout the year - Knows there are 7 days in a week and the names and beginning to know the order of these - Uses words such as baby, toddler, child, teenager, adult and elderly to describe the age of people. - Uses past tense with increasing accuracy.
	On Track Check Point 3 - Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).	**On Track Check Point 3** - Uses vocabulary relevant to the tenses: past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun) - Knows there are 12 months in a year and begin to try to name and order. - Knows that living things do not stay the same over time. - Talks about how some people in the past have shaped today (e.g., Guy Fawkes)
	ELG: **Talk about the lives of the people around them and about their roles in society**	**ELG:** **- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understands the past through settings, characters and events encountered in books read in class and storytelling.**
Provisions:	**Provisions** Role play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from special people with interesting stories, looking at objects from the past.	

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	People, Culture and Communities Key Skills: Identifying, reflecting and understanding		
	Baseline -Comments and asks questions about aspects of their familiar world, such as the place they live or the natural world. - Talks about differences they have experienced or see in photos between countries - Uses all senses in hands on exploration **On Track Check Point 1** - Can where they live, and what it looks like - Describes what they see, feel and hear when outside **On Track Check Point 2** - Can simply explain what the difference is between human and physical features - Identify simple features on a map (trees, house, river, mountain) - Can talk about signs in the environnement and what they might mean. **On Track Check Point 3** - Can draw and create their own maps using pictures and symbols - Can use simple directional language to describe how to get to somewhere. **ELG:** **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps**	**Baseline** - Begins to make sense of their own life and family history and beliefs. - Joins in with family customs and routines - Recognises and describes special times of events for family or friends - Develops positive attitudes about differences between people --- **On Track Check Point 1** - Answer the question, "why are we all different and specials?" - Know what being a C of E school means to us. - Make links to other faiths: Islam, Buddhism - Understands why Christmas is celebrated and important to Christians and can retell the Christmas story - Recalls simply what happens to a baby during a christening. **On Track Check Point 2** - Talk about the Hinduism celebration of Diwali and the importance of light, and lighting candles. - Talk about the Luna New Year (Chinese New Year) and why some people celebrate this. - Talk about stories Jesus heard and told - Understands why Christians celebrate Easter, and why it is a special time for them. **On Track Check Point 3** - Understands that other religions also have a special book, like Christianity, and different places of worship. - They can say why a place is holy to different people. - Develop an understanding of prayer and why they are important. - Make further links to other faiths than Christianity: Hinduism, Sikhism, Judaism. **ELG:** **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**	**Baseline** - Shows interest in the lives of people who are familiar to them - Talks about some of the things they have observed in different places - Make imaginative and complex 'Small Worlds' with blocks and construction, such as a city with different buildings and parks **On Track Check Point 1** - Talks about where they live, how busy the environment is and describes what they can see. - Knows the type of building they live in. - Understands that maps show where places are. - Realise that while most people in England celebrate Christmas, not all countries do. **On Track Check Point 2** - Understands that signs and symbols can tell us about a place - Understands a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another. **On Track Check Point 3** - Can find England on a world map. - Can talk about differences in celebrations, buildings, food, and clothing when comparing different countries. - Can talk about other countries that have been discussed in our class. **ELG:** **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**
Provisions	Curiosity cube, provide simple maps of the local area, provide natural materials to explore	Multicultural provision - dolls, small world, role play etc. Visits from members of the community from different faiths etc. Visits to a place of worship, RE lessons, collective worship, reflection area, RE Curriculum	Provide pictures/ artefacts/ watch videos of life in other countries Provide maps, Children sharing their holidays ans travels around the world.

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	The Natural World		
	Key Skills: Identifying, reflecting and understanding		
	Baseline - Knows that some things are living and others are non-living - Explores the natural world around them and talks about what they can see and smell. - Asks questions about what they have observed **On Track Check Point 1** - Can name their five senses and use them when exploring the environment around us. - Understands the word 'hibernation' and what animals this might relate to. - Can explain what the word 'nocturnal' means - Can ask and answer questions about what they have observed in the environment. **On Track Check Point 2** - Discusses how to look after plants, living things, and their habitats. - Explore minibeasts and hunt for these in the forest and surrounding areas. - Knows names for baby animals and can match these to their adult. - Looks at animal key stages of development from birth to adult **On Track Check Point 3** - Knows most plants start growing from a seed or bulb - Knows plants need water, warmth, and light to grow and survive - Knows a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight - Can use a range of equipment such as magnifying glasses, simple identification charts **ELG:** **Explore the natural world around them, making observations and drawing pictures of animals and plants**	**Baseline** -Asks questions about what they have observed - Talks about holidays they have had **On Track Check Point 1** - Can talk about the environment around them - Can answer and ask questions about what they have observed - Knows what the word habitat means **On Track Check Point 2** - Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, minibeasts) - Can talk about how different animals live in different climates. **On Track Check Point 3** - Expresses opinions on natural and built environments, using vocabulary such as 'busy', 'quiet', 'pollution' - Shows understanding of how humans can impact the environment (e.g., buildings, pollution, climate change) and what we can do to help. **ELG:** **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**	**Baseline** - Talk about the weather and use simple terminology. - Shows some understanding of seasons. **On Track Check Point 1** - Talks about changes that happen in the natural environment during Autumn and Winter - Begin to observe and discuss natural processes through investigation: such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water. **On Track Check Point 2** - Knows there are seasons that repeat and go in order - Talks about changes that happen in the natural environment during the Spring - Beginning to understand that the length of day and night changes depending on the season **On Track Check Point 3** - Uses vocabulary relevant to seasons and weather. - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g., clothing we wear, how to stay safe in the sun) - Can simply discuss what happens when matter changes state: water to ice, ice to liquid etc. - Can simply discuss how magnets work and show this through demonstration. **ELG:** **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**
Provisions	Outdoor area, forest, pictures of animals, plants to create observational art, photos to explore, investigation areas, magnifying glasses etc for investigation	Photographs and books related to other environments, books from around the world, whole school project, e.g., climate change.	Curiosity cube, materials both natural and man-made to explore and discuss, explore forces in everyday life, cooking, investigation station, seasonal observations, weather forecasts.