



TUDOR GRANGE PRIMARY ACADEMY – EYFS PROGRESSION PLAN

UNDERSTANDING THE WORLD

	0-3 – PRE SCHOOL	3-4 – EYFS 1	RECEPTION EYFS 2	LINKS TO KS1 CURRICULUM
PAST AND PRESENT	HISTORY			
	<ul style="list-style-type: none"> Has a sense of own immediate family, relations and their own friend. Imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> Enjoys discussing and joining in with familiar family customs and routines from past and present Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Comment on images and events from familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	<p>ELG: 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.</p>			
	0-3 – PRE SCHOOL	3-4 – EYFS 1	RECEPTION EYFS 2	LINKS TO KS1 CURRICULUM
PEOPLE, CULTURE AND COMMUNITIES	GEOGRAPHY			
	<ul style="list-style-type: none"> Enjoys playing with small-world models which represent a range of people, cultures and communities Notice they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Show an understanding that others don't always enjoy the same things. Develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from different cultures. Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness
<p>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>				



THE NATURAL WORLD	0-3 – PRE SCHOOL	3-4 – EYFS 1	RECEPTION ETFS 2	LINKS TO KS1 CURRICULUM
	GEOGRAPHY			
	<ul style="list-style-type: none"> Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. Identify the key features of the life cycle of an animal or plant Show an interest in the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> Draw information from a simple map Recognise some environments are different 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness
	SCIENCE			
	<ul style="list-style-type: none"> Repeat actions that have an effect whilst exploring materials inside and outside with different properties. Explore and respond to different natural phenomena in their setting and on trips 	<ul style="list-style-type: none"> Explore how things work. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Explore the natural world around them and describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways. Use their observations and ideas to suggest answers to questions Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Gathering and recording data to help in answering questions.
	<p>ELG: <i>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</i></p>			
TECHNOLOGY	0-3 – PRE SCHOOL	3-4 – EYFS 1	RECEPTION EYFS 2	LINKS TO KS1 CURRICULUM
	<ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> Investigate a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> Use a simple program on a device for a purpose Recognise and select technology for a particular purpose 	<ul style="list-style-type: none"> Create and debug simple programs using logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns



				about content or contact on the internet or other online technology
	ELG - There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision			
RE	0-3 – PRE SCHOOL	3-4 – EYFS 1	RECEPTION EYFS 2	LINKS TO KS1 CURRICULUM
	<ul style="list-style-type: none"> Recognise special events Recognise special places Recognise people that are special to them 	<ul style="list-style-type: none"> Talk about special events Discuss special places Talk about people and events that are special to them 	<ul style="list-style-type: none"> To learn about special stories and people from a range of world religions. To learn about different special places, such as churches, and why they are important to some people. To consider how I can express myself – including beliefs and opinions. To consider where I belong within our communities. To examine what is special about our world and how we can look after it. 	