

Understanding the World Progression of Skills and Knowledge

	Minimum Expectations for EYFS (Lime Class)			ELG	Links to KS1 Curriculum
History Links	Can talk about past and upcoming events with their immediate family	Can talk about members of immediate family in more detail	Can discuss similarities and differences between people in their family	Talk about the lives of the people around them and their roles in society.	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.
	Is able to discuss different occupations of family members	Can identify emergency situations and knows who to call	Can identify similarities and differences between jobs	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
	Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Sequence family members, explaining who they are and the key differences between what they can/can't do		Understand the past through settings, characters and events encountered in books read in class and storytelling.	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.
	Shares some similarities between characters, figures or objects	Compare and contrast characters from stories, sharing similarities and differences	Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences		
RE Links	Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)		Describe memories that have happened in their own lives.
	Can name different religious venues – Church, Mosque and Gurdwara as a minimum		Knows why religious venues are special and who goes there		Can recognise, name and describe religious places.
	Developing positive attitudes about differences between people	Can articulate what festivals others celebrate and begin to explain in more detail			Describes the main beliefs of a religion. Describes the main festivals of a religion.



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Geography Links	Identifies features on a simple map – in familiar environments such as the classroom and outdoors	Can use maps to locate objects in 'real life'	Can briefly explain the difference between H&P features – which items can and can't be moved	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps	Use basic geographical vocabulary to refer to physical and human features
	Knows that there are different countries in the world	Children ask questions about the world and enjoy looking at maps and globes	Children are able to name towns, cities or countries with familial links.		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.
	Knows that different countries have different homes	Can identify similarities and differences between homes in our country	Can identify similarities and differences between homes in other countries		
	Using pictures, explains what life may be like for children in other countries	Makes comparisons between life for children this country and other countries		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.	
	Talk about local environments (their road, the park, library, Dilton Marsh)	Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world		Observe the natural and humanly constructed world around them

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Science Links	Talks about differences between materials and changes they notice.		Explores the natural world around them	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explores the world around them, asking how and why Q's. Decides how to sort and classify objects.
	Can name their 5 senses	Explain what their five senses are		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.	
	Explores and talks about forces (push and pull)	Explores non-contact forces (gravity and magnetism)		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Notices links between cause and effect (speed, shape, direction and magnetism)
	Names and orders seasons	Understand the effect of seasons on the natural world, discussing when and how things grow			Identify seasonal weather patterns
	Can say what plants need to survive	Can talk about different life cycles	Understands the need to respect and care for the natural environment and all living things.	Observe the natural and humanly constructed world around them	
Computing	Select brushes, colours and rubbers when drawing on paint software	Use various tools such as brush, pens, stamps, erasers and shapes with support			Uses various tools such as brushes, pens, eraser, stamps and shapes
	Can play simple games on the Interactive Whiteboard by dragging and dropping items	Children can independently change games or increase levels of difficulty on games			

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	Children know to ask for help if needed	Children know what personal information is and know that it should not be shared online		Identify which things count as personal information. Asks for help when they need it.
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