




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

We recognise that all children develop in their own time and at their own pace. We will use the following information to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the knowledge/skills that our children develop through during their time in the early years.

		Reception	
<p>Past and Present</p> 	<p>Can talk about members of their immediate family in more detail.</p> <p>Can talk about past and upcoming events with their immediate family.</p> <p>Talk about different jobs and the roles people have in society.</p> <p>Share likes and dislikes with others.</p> <p>Understand that events/celebrations take place at specific points of the year.</p>	<p>Describe people they know and discuss similarities and differences between people.</p> <p>Talk about and compare people, events, objects and characters/people in stories and non-fiction texts identifying similarities and differences.</p> <p>Use books to distinguish between fact and fiction.</p> <p>Understand that time passes in a sequential order (days of the week, seasons, times of the day).</p>	<p><u>An end of EYFS historian will:</u></p> <p>- Understand that time passes in a sequential order. Children will know that there are times of the day, days of the week and months of the year that repeat and go in order. Children will be able to narrate their daily routines/weekly activities.</p> <p>- Know that there are key words/vocabulary associated with the passage of time. Children will use the past tense of verbs with increasing accuracy and know before and after as a concept. Children will use ordering language such</p>



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

	<p>Beginning to understand how things grow and change over time - life cycle of frog, life cycle of a sunflower</p>	<p>Sequence events that are close together in time.</p> <p>Understand that the passage of time changes us all and the world around us.</p> <p>Use words associated with the passage of time (first, next, after that, in the end, tomorrow, yesterday).</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Comment on images from the past.</p>	<p>as First, next, after that, then, in the end to sequence stories and events.</p> <p>- Know that the passage of time changes us all and the world around us.</p> <p>Children will know the stages of human growth from a baby to an elderly person. They will know names for baby animals and that living things change and decay over time. Children will know the seasons and key changes to nature in each season. Children will notice changes in themselves and people familiar to them and make comparisons. They will be able to sequence basic stages of growth for plants and animals.</p> <p>- Understand we need to change what we do/wear in response to the passage of time.</p> <p>Children will know that weather changes according to the seasons and that we need to dress accordingly to keep</p>
--	---	--	---



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

			<p>ourselves safe and comfortable. They will develop self care routines including choosing appropriate clothing.</p> <p>- Know that events/celebrations take place at specific points of the year. Children will know that people in our community celebrate special days and some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays). Children will talk about special days they have experiences and are looking forward to.</p> <p><u>Assessment - ELG: Past & Present</u></p> <p>Talk about the lives of the people around them and their roles in society;</p>
--	--	--	---




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

			<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>People, culture and communities</p> 	<p>Explore different types of maps. Identify simple features on a map e.g. house, road, river.</p> <p>Know that Brown Edge (Stoke On Trent) is in England and that there are different countries in the world.</p> <p>Talk about their experiences of visiting different places.</p>	<p>Talk about some similarities and differences between countries e.g. climate, animals, homes.</p> <p>Recognise that people have different beliefs and celebrations.</p> <p>Understand that some places are special to members of the community.</p>	<p><u>An end of EYFS geographer will:</u></p> <p>- Know that positional language and directions can tell us where to go.</p> <p>Children will know that directions can be followed and lead to different places. They will follow simple instructions (up, down, forwards, backwards, over, under) and use positional language.</p>



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

	<p>Talk about local/familiar environments (their street, the park, Hull city centre).</p> <p>To show care for their own environment.</p> <p>Show an interest in different occupations.</p>	<p>Develop a positive attitude to differences between people.</p> <p>Compare their own life and home to those of people in different countries.</p> <p>Draw a simple map.</p> <p>Identify things they can see on a map (key features).</p> <p>Know that there are different countries in the world and begin to name some countries.</p> <p>Find out information from stories, non-fiction books, videos, maps, photographs.</p>	<p>- Know that where they live is unique to them and their family. Children will talk about where they live and comment and ask questions about aspects of their familiar environment. They will understand that every house has its own address.</p> <p>- Know the meaning of and use key words associated with human and physical geography e.g. beach, forest, field, hills, river, road, house, shop. Children will be able to name visible features of their local environment, places they have visited and places they have seen in books, photographs and videos. They will</p>
--	--	--	---



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

		<p>To begin to understand some of the challenges faced by our planet (pollution, deforestation).</p> <p>Begin to understand ways we can help look after the planet (reduce, reuse, recycle).</p> <p>Begin to understand the need to respect and care for living things.</p> <p>Explore how things work.</p>	<p>talk about and describe what they see, expressing opinions.</p> <p>- Know that the world is made up of different countries. Children will know the city and country they live in. They will know that not all countries in the world are the same and will be able to talk about and compare physical and human geographical features through looking at books, pictures and videos.</p> <p>- Use a range of sources to find out information including simple maps. Children will use photographs, books, videos and first hand experiences to find out information. Children will look at</p>
--	--	---	---



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

			<p>simple maps and know that it shows a place. They will talk about maps and identify key features. Children will also draw and create their own maps.</p> <p><u>Assessment - ELG: People & Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p>
--	--	--	---




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

			<p>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.</p>
<p>The Natural World</p> 	<p>Explore collections of materials, identifying similar and different properties.</p> <p>Talks about changes they notice.</p> <p>Try out their ideas and develop an understanding of cause and effect.</p> <p>Sort objects by given criteria.</p> <p>Talk about what plants need to survive.</p> <p>Begin to identify seasonal changes.</p>	<p>Demonstrate curiosity about the world around them; exploring, observing, describing and asking questions.</p> <p>Make predictions of what might happen based on their own experiences.</p> <p>Talk about what they have noticed/found out and explain why some things occur.</p>	<p><u>An end of EYFS scientist will:</u></p> <p>- Know that there are changes in the natural world through the seasons.</p> <p>Children will know there are four seasons across the year and will use topic related vocabulary associated with the seasons when making observations. They will collect and examine evidence of changing seasons talking about what they see. Children will know that plants</p>



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

		<p>Talk about the features/properties of: seasons, places, objects, materials and living things and compare these.</p> <p>Talk about scientific concepts such as floating and sinking.</p> <p>Understand the key features of the life cycle of a butterfly and bean.</p> <p>Name different materials e.g. metal, wood, plastic.</p> <p>Talk about different materials and changes they notice.</p> <p>Understand the effect of changing seasons on the world around them.</p>	<p>and animals react to seasons in the way they grow and live.</p> <p>- Know that there are similarities and differences in the natural world</p> <p>Children will know how to respect and care for the natural environment and all living things. They will know that humans can do things to hurt the environment and animals. They will know that there are different environments around the world that have specific characteristics such as deserts, oceans, forests. Children will talk about different animals and their habitats and demonstrate their knowledge through small world play and storytelling. Children will ask</p>
--	--	---	---



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

		<p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel.</p> <p>Explore the natural world around them.</p>	<p>and answer questions about what they have observed.</p> <p>- Know and use key vocabulary e.g. names of body parts, animal names, roots, flower, leaves, day, night, nocturnal, insect etc</p> <p>Children will be able to talk about a range of topics using specific vocabulary. They will be able to make predictions and talk about what they have found out.</p> <p>- Know that the world is made up of different animals and plants.</p> <p>Children will understand that some things are living and some are non-living. They will know to plant seeds and look after plants to help them grow. They will also know that animals change as they grow and</p>
--	--	--	---



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

			<p>can comment on how two animals are similar or different from each other; notice and describe how they change as they grow.</p> <p>- There are important processes and changes that happen. Children will be able to use their senses in hands on exploration and explore and talk about what they see, hear, smell and touch. They will know that temperature can change materials such as freezing water and melting ice and chocolate. They will also notice and talk about changes that happen in the natural world.</p> <p><u>Assessment - ELG: The Natural World</u></p> <p>Explore the natural world around them, making observations and</p>
--	--	--	--



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

			<p>drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
--	--	--	--

Implementation Reception

- Weekly PSHE sessions discussing different topics including, me and my school, me and my relationships, me and other people, me and my safety and me and my world.



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

- Daily Storytimes - Children have quality story times at least once a day. Adults select texts both fiction & non fiction to share with children to develop their knowledge and understanding of a range of topics and to promote diversity. These sessions also build children's understanding of topic related vocabulary and provide opportunities for regular book talk about settings, characters, events and children's own experiences.
- Daily rhyme time - Children sing traditional rhymes and songs. .
- Growing beans during the spring term and observing different growth conditions
- Half termly topics linked to all strands of Understanding the World develop knowledge and skills through direct adult teaching sessions and continuous provision.
- Visits from emergency services and visiting Reaseheath.

Classroom Provision

- The investigation area provides stimulus related to our topic areas which encourage children to explore, investigate, talk about what they see and know.



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

- Language rich environment - staff model, promote and support children to use and understand new vocabulary and embed vocabulary they have previously learned.
- Key vocabulary displayed in the classroom and also modelled and promoted by staff.
- Outdoor provision in all weathers provides children opportunities to experience different seasons, weather conditions and changes over time.
- Bug hotel in the outdoor provision
- Daily calendar and weather, prompting discussions of seasonal changes and monitoring.
- High quality texts in all areas of provision
- Observation drawings of seasonal objects, pumpkins, vegetables, flowers.

Additional provision for children identified as 'not on track'

- Where appropriate SEND needs are identified and referrals to appropriate agencies made.
- Intervention sessions for identified children, reading vocab group 1-2 times weekly.



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Understanding the World Progress Model for Knowledge and Skills

- Intervention for FMS as required.
- Visual supports used to aid understanding for SEND pupils.
- Fine motor intervention for targeted children.
- Personalised timetable and intervention sessions (fine motor, see and learn, phonics S&L) for specific SEND children.