

# EYFS Knowledge Progression at Pickhill CofE VC Primary School

## Our School Vision

*"Let your light shine" We aim for our children to be aspirational, loving and resilient.*

<p>Understanding the world</p> <p><u>Vision</u></p> <p><u>Links</u></p> <p><i>Being loving:</i> Our understanding of the world helps us to be tolerant and respectful of differences and be loving to all.</p> <p><i>Being aspirational :</i> We use our confidence in understanding the world to ask further questions and dig deeper. We learn about the wider world to help us think about how we can fit in our world.</p>	 <p>Nursery 3 and 4 year olds.</p> <p>Reception 4 and 5 year olds.</p> <p>Foundation Stage</p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Use senses to explore collections of natural materials. Talk about photos of own life. Play with an investigate a range of toys. Observe plant seeds and bulbs. Explore a range of forces they can feel.	Explore collections of materials with similar and/or different properties Talk about photos of own family members and explain how they are similar to others. Explore mechanical equipment- e.g. wind up toys. Explain how objects/plants/anim als change over time. Talk about different forces they can feel.	Match collections of materials to given properties. Talk about family's history. Explore a range of toys with adult support. Understand the key features of the lifecycle of a plant. Comment on images of familiar situations in the past. Explore how materials stretch and twist and explain what happens.	Talk about the properties of a range of materials confidently. Listen to parents and retell what they have told them. Explore a range of toys with a friend. Understand the key features of the life cycle of an animal. Explore magnetic attraction and repulsion.	Talk about what they see, using given vocabulary. Make connections between family history and their life-story. Independently explore how things work. Use the correct vocabulary to explain how the life-cycle works. Explore and talk about different forces they can feel.	Talk about what they see, using a wide range of vocabulary. Understand how their family history impacts their own life now. Explore how things work and give simple explanations. Use their understanding of life cycles to learn how to care for living things and the natural environment. Explore and talk about different forces they can feel using a range of topic related vocabulary. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in a photo
		Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Comment on aerial view photos saying what they notice.	Compare and contrast characters from stories, including figures from the past.	Understand that some places are special members of their community.	
		Talk about the immediate environment using new vocabulary.	Say the name of the road and village the school is located in.	Talk about how we care for the natural world around us.	Comment on key features of the school environment using correct vocabulary.	Draw simple maps of the immediate environment.	
		Explore the natural world around them.	Touch, smell and hear the natural world during hands on experiences.	Describe and comment on what they have seen outside.	Draw pictures of the natural world after close observation.	Observe natural processes.	
						Name and describe some plants and animals that they can see.	

	<p><i>Observe the natural world.</i></p> <p><i>To observe the season of Autumn.</i></p>	<p><i>Focus on specific areas of the natural world when observing.</i></p> <p><i>To observe and explain the weather associated with Autumn and how this effects the world around them.</i></p>	<p><i>To explain and talk using correct vocabulary about the changing seasons.</i></p>	<p><i>Interact with the outside world, taking risks appropriate to the environment.</i></p>	<p><i>Explain how animals behave differently as the seasons change.</i></p>	<p><i>Recognise that people have different beliefs and celebrate special times in a different ways.</i></p> <p><i>Draw simple maps from imaginary story settings.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Observe and interact with natural processes and explain what they think is happening using subject specific vocabulary.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p>
<i>ELGs</i>	<p><u><i>Past and Present</i></u></p> <p><i>Talk about the lives of the people around them and their roles in society</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i></p>					

### People, Culture and Communities

*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

*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*