

Understanding The World				
	N2	N3	Rec	ELG
Past and Present	<ul style="list-style-type: none"> Looks at themselves in a mirror and names features and body parts. Recognises and names special people to them. Notice differences between people. Is curious in other people. Enjoys looking at photos of themselves and their families. Begins to enjoy routines and what might come next. Enjoys stories about people and likes seeing different characters. 	<ul style="list-style-type: none"> Say who they are and who they live with. Talk about themselves and people who are familiar to them using photographs as a prompt. Name occupations in society and use new vocabulary to talk about them. Shows an interest in different occupations e.g. during role play pretending to be a police man. Can talk about a past event in their life, e.g. a birthday, a trip to the park Talk about how they have changed using baby photos as a prompt. Shows an awareness of time and routines. Enjoy stories and nursery rhymes that are set in the past, talk about pictures and words. Comments on fictional characters in stories. Talk about some similarities between characters and objects. 	<ul style="list-style-type: none"> Name, describe and talk about people who are familiar to them in more detail. Can talk about past and upcoming events with their family. Talk about people's roles in society such as police, nurses, vets, fire service, shop workers and teachers, drawing on their own experiences. Can talk about similarities and differences between jobs. Acts out a range of different roles during role play and uses language that they have learned. Can identify an emergency situation and know who to call. Describe a past event in their life and use the correct tense. Sequence family members e.g. baby, toddler, child, teenager, adult, elderly and understand that they have grown. Uses vocabulary for time e.g. today, yesterday, tomorrow, next, then, after. Understand routines of the day e.g. that morning is before lunch. Make comments on pictures of familiar situations in the past e.g. transport, toys, schools. Compare and contrast characters and events in stories such as The tiger who came to tea, Peepo. 	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Knows 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.
People, Culture and Communities	<ul style="list-style-type: none"> Shows curiosity in the world around them and what they see e.g. cars, aeroplanes. Shows interests in stories about people or things that they are familiar with. Learns new vocabulary linked to the world around them. Shows curiosity learning about celebrations. Enjoys exploring colour, food and media linked to different celebrations. Begins to use language linked to different celebrations e.g. "Christmas tree, fireworks, diva lamp." Shows interest in stories and pictures linked to different celebrations. 	<ul style="list-style-type: none"> Knows what a map is used for. Talks about some of the things that they see on the way to school or near their house e.g. a shop, road, park. Draw simple maps linked to stories e.g. Goldilocks' woods, pirate maps. Comments on pictures of celebrations in their own life e.g. "this was me celebrating Easter." Knows some of the things that make them unique. Begin to name different religious or cultural celebrations. Know that there are special places of worship. Begin to know that people celebrate different things and have different beliefs. Make comments on stories linked to a range of different religious or cultural celebrations and festivals. 	<ul style="list-style-type: none"> Can name some of the features on a map and know what it is used for. Name the place where we live (Ince/Wigan) and our school (Britannia Bridge.) Knows that where we live is in England UK. Make comments on maps and aerial views of our school, of Wigan, Lancashire and the UK. Draw a simple map of "Our journey to school." Name different religious or cultural celebrations e.g. Diwali, Christmas and Chinese New Year and talk about why they are special. Talk about things they have celebrated with their own families. Comments on photos of a range of celebrations e.g. Christmas, Diwali, Eid. Recognise that people have different beliefs and articulate what others celebrate. Name and discuss important places of worship. Make comments on stories linked to a range of different religious or cultural celebrations and festivals, explaining differences 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	<ul style="list-style-type: none"> Enjoy stories linked to life in this country and other countries. 	<ul style="list-style-type: none"> Begins to understand that there are different countries in the world. Know where they live e.g. a house, flat, bungalow etc. Talk about pictures of different homes in this country and others. Talk about stories linked to life in other countries. 	<ul style="list-style-type: none"> Knows that there are different countries in the world and can name some of them. Can explain features of different homes. Knows that homes in this country and in other countries can be different. Make comments on how life is similar or different living in Wigan/England compared to The Arctic, Africa, The seaside, The countryside etc. 	<ul style="list-style-type: none"> Know 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>The Natural World</p>	<ul style="list-style-type: none"> Look at, touch, smell, taste and listen to find out about the world. Use all senses to explore natural materials both indoors and outdoors. E.g. wet and dry sand, mud, sticks, shells and pebbles. Begin to use vocabulary based on natural materials e.g. brown mud, wet sand. Enjoy stories about animals, minibeast and plants. Explore a range of materials with different properties such as shiny foil, bumpy paper. Mark make to represent plants, flowers and animals. Plant seeds and waters them. Observe and use vocabulary to name and describe plants. Observe bugs and minibeast and use vocabulary to name them. Understands that the weather changes, e.g. hot, cold, rain, windy. Explore how things work e.g. exploring pushing a toy car or a wind up toy 	<ul style="list-style-type: none"> Name the 5 senses and use them to explore the world. Use all senses and comment on natural materials both indoors and outdoors. E.g. shells, pebbles, pinecones, sticks, leaves, flowers, plants, petals, sand, soil Use a broader range of vocabulary in sentences based on natural materials and the world. E.g. "I can feel sticky mud." Complete observational drawings of plants, flowers, animals, bugs, minibeast. Use new vocabulary to talk about different environments in the world, e.g. The Arctic, the rainforest. Plant seeds and bulbs and say what a plant needs to grow. Observe and comment on changes over time to a plant. Observe and comment on the life cycle of a butterfly. Names seasons and can talk about what each is like simply, e.g. Winter is cold, Spring is sunny and rainy. Can talk about what we need to wear for the weather e.g. coat and hat in winter. Explore how some materials can change e.g. ice melting to water, making porridge. Explores and talks about forces - push and pull. 	<ul style="list-style-type: none"> Can name and explain what the five senses are. Describe and comment on what they feel, see, hear and smell when exploring natural materials both indoors and outdoors. Talks about, compares and contrasts the differences between materials and their properties. Complete observational drawings of plants, flowers, animals, bugs, minibeast adding in more details. Use pictures and stories to compare and contrast environments around the world e.g. Rainforest, Safari, Antarctica. Recognise some environments that are different to the one in which we live. Understands the need to respect and care for all living things. Can talk about the life cycle of a plant and what it needs to grow. Observe and comment on the life cycle of a frog. Understand the effect of seasons on the natural world, discussing when and how things change and grow. Explain how some materials change in state e.g. saying that ice melts as it warms up and turns to water. Explores a wider range of forces, magnetism, gravity as well as push and pull. 	<ul style="list-style-type: none"> Explore the Natural world around them, making observations and drawing pictures of animals and plants. Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experience of 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.
<p>Learning does not move forward in a straight forward way for all children. All children may not follow progression models in the same way, but we have mapped it out to show a general pattern of child development.</p>				