Lemington Riverside Primary School

Understanding the World Progress Model for Knowledge and Skills

	Minimum Expectations for Nursery			Minimum expectations for Reception			Links to KS1 curriculum
History links	Say who they are and who they live with.	Talks about any pets that they might have.	Briefly talks about some members of their family.	Talks about past and upcoming events with their immediate family.	Talks about members of immediate family in more detail.	Discusses similarities and differences between people in their family.	Understands that there are similarities and differences between people. Describes memories that have happened in their own lives. Sequences events that are close together in time.
	Shows an interest in different occupations (nurse, doctor, police, fire…)	Talks about a wider range of occupations (electrician, plumber etc)		Discusses different occupations of family members.	Identifies emergencies and know whom to call.	Identifies similarities and differences between jobs	
	Sequences family members by size and name (baby, child, adult)	Sequences family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)			Sequences family members, explaining who they are and the key differences between what they can/can't do		

	Comments on fictional characters in stories.	Comments on historical figures or objects in non-fiction texts.	Shares likes and dislikes.	Shares some similarities between characters, figures or objects.	Compares and contrasts characters from stories, sharing similarities and differences. Compares and contrasts historical figures and objects from non-fiction texts, sharing similarities and differences.	Uses stories or accounts to distinguish between fact and fiction. Recognises some similarities and differences between past and present.
R.E. links	Comments on recent pictures of experiences in their own life. "This was me at the farm…"	Comments on recent pictures of celebrations in their own life.		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)	Describes memories that have happened in their own lives.
	Knows that there are special places of worship.		Names different religious venues – Church and Mosque as a minimum.		Knows why religious venues are special and who goes there.	Recognises, names and describes religious places.
	Knows that there are differences between what people believe.		Develops positive attitudes about differences between people.		Articulates what others celebrate and begin to explain.	Describes the main beliefs of a religion. Describes the main festivals of a religion.
Geography links	Knows what we use a map for.	Identifies features on a simple map (trees, house, river, mountain)		Uses maps to locate objects in 'real life'.	Briefly explains the difference	Uses basic geographical vocabulary to

				between human and physical features.	refer to physical and human features.
	Knows that we live in Lemington, which is in England. Knows where they live (house, flat, bungalow)	Knows that there are different countries in the world. Explain features of other homes.	Knows that 4 countries make up the UK and can name at least 1 other country. Identifies similarities and differences between homes in our country Knows that different countries have different homes.	Names the 4 countries of the UK and at least 2 other countries.	Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compares the UK with a contrasting country.
	Articulates what daily life is like in our country.	Explains how life may be different for other children.	Makes comparisons between lives for children in different countries.	Identifies similarities and differences between homes in other countries.	
	Talks about what they see in their own environment (school/home) using a wide vocabulary.	Talks about local environments (their road, the park, library, Lemington)	Recognises some environments that are different to the one in which they live.	Uses pictures to compare and contrast environments around the world.	Observes the natural and humanly constructed world around them.
<u>Science links</u>	Explores collections of materials	Explores collections of materials, identifying similar and different properties.	Talks about differences between materials and changes they notice.	Explores the natural world around them	Explores the world around them, asking how and why Q's.

	Uses senses in hands on exploration.		Names their 5 senses.		Explains what their five senses are for.	Decides how to sort and classify objects.
	Explores how things work.	Explores and talks about forces (push and pull)			Explores non-contact forces (gravity and magnetism)	Notices links between cause and effect (speed, shape, direction and magnetism)
	Understands that the weather changes and that in different countries you have different weather.	Identifies what you need to wear for each season and why.		Names and orders seasons.		Understands the effect of seasons on the natural world, discussing when and how things grow.	Identifies seasonal weather patterns.
	Understands the difference between plants and animals.	Plants seeds and cares for growing plants with support.	Explains the life cycle of a flower and a butterfly.	Knows what plants need to survive.	Talks about different life cycles.	Understands the need to respect and care for the natural environment and all living things.	Observes the natural and humanly constructed world around them.
Computing links	Mark makes on paint software on the Interactive Whiteboard.		Selects brushes, colours and rubbers when drawing on paint software.		Uses various tools such as brush, pens, stamps, erasers and shapes with support.	Uses various tools such as brushes, pens, eraser, stamps and shapes

	Plays simple games on the Interactive Whiteboard by pressing buttons.		Plays simple games on the Interactive Whiteboard by dragging and dropping items.	Independently change games or increase levels of difficulty on games.	
	Switches an item on and off.	Takes photos on the camera.	Records videos on the camera.	Edits photos.	Erases content and understands how to charge the cameras.	
	Follows a simple instruction.	Follows 2-part instructions.	Understands the words 'forwards', 'stop' and 'turn'.	Uses the words 'forwards', 'stop' and 'turn' in unplugged sessions.	Uses the words 'forwards', 'stop' and 'turn' for coding apps/games.	Begins to use algorithms and create simple programmes.
			Recognises they need to ask for help if needed.	Identifies what personal information is and know that it should not be shared online.		Identifies which things count as personal information. Asks for help when they need it.