Lemington Riverside Primary School

Understanding the World Progress Model for Knowledge and Skills

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|  | 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 between human and physical features. | Uses basic geographical vocabulary to 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. | |
| Science links | 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.  Decides how to sort and classify objects. | |
| Uses senses in hands on exploration. | | | | | | | Names their 5 senses. | | | | | | | | | | Explains what their five senses are for. | | |
| 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. |  | |
|  | | | | | | | | | | | 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. | |