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. |