

EYFS – Skills Progression – Understanding the World

Past and Present			
Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> • Talk about themselves and their family, including past and present experiences • Recognising that people grow and change over time (e.g. baby photos, family milestones) • Begin to use language related to time: yesterday, today, tomorrow, old, new • Show interest in events that happened before they were born 	<ul style="list-style-type: none"> • Talk about significant events in their own lives and compare to other people’s experiences • Begin to order events in their own life (e.g. birthdays, holidays) • Discuss differences between the past and present, using simple vocabulary • Explore photographs, artefacts and stories to understand change over time 	<ul style="list-style-type: none"> • Compare their own experiences with those of others, noticing similarities and differences • Use vocabulary to describe changes over time: past, present, older, newer, then, now • Begin to make connections between events in their own life and wider historical events • Show curiosity to ask questions about the past 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know 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			
Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> • Talk about their own family and community • Show interest in festivals and celebrations they or their families celebrate • Recognise roles of familiar people (e.g. teachers, 	<ul style="list-style-type: none"> • Compare their own life and experiences with others in the class and community • Learn about key celebrations and cultural events beyond their own experience 	<ul style="list-style-type: none"> • Discuss and compare communities, traditions and cultures around the world • Recognise and describe ways people are similar and different 	<ul style="list-style-type: none"> • 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

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<p>emergency services, shopkeepers)</p> <ul style="list-style-type: none"> • Begin to show respect for differences between people 	<ul style="list-style-type: none"> • Explore similarities and differences between families, communities and cultures • Begin to understand rules and routines in their community and why they exist 	<ul style="list-style-type: none"> • Begin to appreciate diversity and understand how it shapes people’s experiences • Use appropriate vocabulary when talking about culture, community and traditions 	<p>communities in this country, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> • 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.
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The Natural World

Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> • Explore and talk about the natural world around them (e.g. plants, weather, seasons) • Notice changes in the environment (e.g. autumn leaves, weather changes) • Begin to identify and name common plants and animals • Ask questions about the world around them 	<ul style="list-style-type: none"> • Observe changes in plants, animals and seasons over time • Explore living things in the immediate environment (e.g. school field, local park) • Begin to group and classify objects, animals and plants based on observable features • Discuss causes and effects in nature (e.g. what happens if it rains, sun comes out, seeds are planted) 	<ul style="list-style-type: none"> • Explore and describe the natural world beyond their immediate environment (e.g. different habitats, climates, animals) • Recognise patterns in nature (e.g. life cycles, seasonal changes) • Make predictions, ask questions and suggest answers about natural phenomena • Begin to use simple scientific vocabulary to describe plants, animals and environments 	<ul style="list-style-type: none"> • 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.