

# Progression in Understanding the World– EYFS (Reception)

Share texts fictional and non-fictional (plus songs, poems, role play etc) inc characters from a range of cultures and times– discuss & use to develop an understanding of the past and present. Draw out common themes from stories; bravery, choices, kindness, diversity etc– discuss children’s experiences. New vocabulary as topics develop.



## Autumn

## Spring

## Summer

### Past and Pre-

Comment on Images of familiar situations in the past.  
Compare and contrast characters from stories, inc figures from the past.



Children talk about their own experiences with people who are familiar to them through All About Me Books and Tapestry Observations from parents. Remembrance day celebrations . Significant key figures in the past and present. Rosa Parks and Marcus Rashford

Notice similarities and differences using pics, stories & artefacts. Look at images of familiar situations in the past; transport, farming etc. Important figures in transport such as Tim Peake and Amelia Earhart. Local visits to a farm/park etc.

Order events using a basic chronology, recognising that things happened before they were born. Discuss familiar experiences & how these differed in the past.  
Local figures and places of interest such Eden Project, Heligan, beaches , Castle.

### ELG: Past and Present

- 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

Talk about members of their immediate family and community  
Name and describe people who are familiar to them.  
Understand that some places are special to members of their community.  
Recognise that people have different beliefs and celebrate special times in different ways.



Children talk about their own experiences with people who are familiar to them through All About Me Books and Tapestry Observations from parents. Children talk about the different members in their family. Being a baby and celebrating birth.  
Being me, belonging and school/home communities. Family celebrations. Christmas Celebrations.

Learn about people that the children may have come across in their community, such as the police, the fire service, doctors and teachers. Find out how other people celebrate with their families and communities. Easter celebrations. St Pirans Day in Cornwall. Cornish produce and ways of life.

Places that are special to me and my family. Living in Cornwall and places to visit with my family.  
Relationships with family and Friends.  
Comparing religious belief through special people and places.

### ELG: People, Culture and Communities

- 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 communities in this country, drawing on their experiences and what has been read in class
- 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.

## The Natural World



Draw information from a simple map.  
Recognise some similarities and differences between life in this country and life in other countries.  
Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.  
Recognise some environments that are different to one in which they live.  
Understand the effect of changing seasons on the natural world around them.

Simple maps around the school, e.g playground games, reassure hunt etc.  
Forest school Activities.  
Welly walks and outdoor exploration. Identifying changes to our garden in the Autumn.  
Using our senses and learning key vocabulary such as simple descriptive language

Exploring life in contrasting countries to our own, polar regions and jungle/ Sahara regions. Big maps, land and sea.  
Native animals and vegetation. Tasting new fruits/veg.  
Changes in temperature. Exploring heat and freezing materials.  
Changes to our environment in Winter. Weather and Clothing.

Changes to our local area in the Summer. Places of interest in Cornwall, features of our local environment.  
Local maps (features) roads, mountains, houses and shops, forests etc.  
Habitats—Bugs and min creatures that live the garden and the roles they play in food production and growth.  
Looking after nature and our environment.

### ELG: The Natural World

- 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.