



## Understanding the World Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

### **UTW ELG: Past and Present**



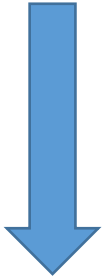
#### **On Track- Check Point 1**

- Describes who is in their family and discusses similarities, differences and changes (e.g. notices changes such as a new haircut or something they could not do before that they now can, food they like but others may not) through sharing their Culture Wheel.
- Discusses different occupations of family members

#### **On Track- Check Point 1**

- Can sequence family members by size and name (e.g. baby, child, adult)
- Can talk about a past event in their life (e.g. a birthday, pre school, something they did over the summer).
- Can talk about upcoming events in their life
- Knows they have grown from a baby into a child and that they will get older.
- Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown).
- Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then
- Understanding times of the day go in order and repeat every day (e.g. morning is before lunch time)
- Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations
- Talks about how some people in the past have shaped today (e.g. Guy Fawkes)

	<p style="text-align: center;"><b>On Track- Check Point 2</b></p> <ul style="list-style-type: none"> <li>• Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).</li> <li>• Talks about a wider range of occupations</li> <li>• Can describe similarities and differences between occupations</li> </ul>	<p style="text-align: center;"><b>On Track- Check Point 2</b></p> <ul style="list-style-type: none"> <li>• Knows there are seasons that repeat and go in order</li> <li>• Knows there are 7 days in a week and the names and order of these</li> <li>• Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions).</li> <li>• Uses words such as baby, toddler, child, teenager, adult and elderly to describe the age of people.</li> <li>• Uses past tense with increasing accuracy.</li> <li>• Knows names for baby animals and can match these to their adult.</li> </ul>
	<p style="text-align: center;"><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Knows to call 999 in an emergency</li> <li>• Discusses how areas have changed from when older family members were young to now (e.g. roads, new houses etc)</li> </ul>	<p style="text-align: center;"><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Uses vocabulary past, present, future</li> <li>• Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun)</li> <li>• Knows there are 12 months in a year and the names and order of these.</li> <li>• Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time).</li> </ul>
	<p style="text-align: center;"><b>ELG</b></p> <p>Talk about the lives of the people around them and about their roles in society.</p>	<p style="text-align: center;"><b>ELG</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understands the past through settings, characters and events encountered in books read in class and story telling.</p>
	<p><b>Provisions</b></p> <p>Role play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from relatives with interesting stories, looking at objects from the past that relatives may have used (e.g. telephones, favourites stories and books).</p>	<p><b>Provisions</b></p> <p>Role play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from relatives with interesting stories, looking at objects from the past that relatives may have used (e.g. telephones, favourites stories and books).</p>



**UTW ELG: People, Culture and Communities**  
Key Skills: Identifying, reflecting and understanding

**On Track- Check Point 1**

- Can say they live in Southampton
- Describes what they see, feel and hear when outside
- Explores the natural world around them, commenting on colours, shapes, textures, size etc
- Understands that maps show where places are.

**On Track- Check Point 1**

- Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. They realise that this makes us all unique and interesting.
- If have family they visit abroad, they talk about their experiences.
- If they have been abroad on holiday, they talk about their experiences.
- Understands that the word 'Religion' means in a belief in God or Gods.
- Understands that some places are special to members of the community
- If they attend a place of worship, can they talk about when and why they go.
- Understands why Christmas is celebrated and important to Christians.
- Can retell the Christmas story
- Realise that while most people in England celebrate Christmas, not all countries do.

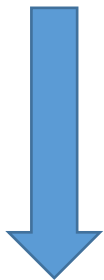
**On Track- Check Point 1**

- Talks about where they live in relation to the building, how busy the environment is and describes what they can see.
- Knows where they live and the type of building they live in (e.g. flat, bungalow)
- Knows that every home has its own address.
- Knows that more than one house is in a village or town and that cities have lots of houses.
- Knows that there are different countries in the world
- If have family they visit abroad, they talk about their experiences.
- If they have been abroad on holiday, they talk about their experiences.
- Understands that maps show where places are.
- Realise that while most people in England celebrate Christmas, not all countries do.

	<p><b>On Track- Check Point 2</b></p> <ul style="list-style-type: none"> <li>• Understands that signs and symbols can tell us about a place</li> <li>• Understands that we are in the city of Southampton, and that it is part of the country England.</li> </ul>	<p><b>On Track- Check Point 2</b></p> <ul style="list-style-type: none"> <li>• Can talk about the celebration of Diwali</li> <li>• Can talk about Chinese New Year</li> <li>• Understands why Christians celebrate Easter</li> </ul>	<p><b>On Track- Check Point 2</b></p> <ul style="list-style-type: none"> <li>• Understands that signs and symbols can tell us about a place</li> <li>• Understands that we are in the city of Southampton, and that it is part of the country England.</li> <li>• Understands a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another.</li> </ul>
	<p><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Can draw and create their own maps using real objects and or pictures and symbols</li> <li>• Can use directional language to describe how to get to somewhere.</li> </ul>	<p><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Understands that Sikhism also has a special book, like Christianity.</li> <li>• Understands that Sikhs are not Christian and vice versa.</li> </ul>	<p><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Can find England on a world map.</li> </ul>
	<p style="text-align: center;"><b>ELG</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p style="text-align: center;"><b>ELG</b></p> <p>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.</p>	<p style="text-align: center;"><b>ELG</b></p> <p>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,</p>
	<p><b>Provisions</b> Provide simple maps of the local area</p>	<p><b>Provisions</b> Multicultural provision- dolls, small world, role play etc. Visits from members of the community to share about the Sikh religion. Look at pictures from other cultures.</p>	<p><b>Provisions</b> Provide pictures/ artefacts/ watch videos of life in other countries Provide maps</p>

## UTW ELG: The Natural World

Key Skills: Identifying, reflecting and understanding



### On Track- Check Point 1

- Explores collections of materials, identifying similar and different properties
- Can name their five senses
- Discusses how to care for living things and their habitats
- Can answer questions about what they have observed

### On Track- Check Point 1

- Can talk about the environment around them
- Can answer questions about what they have observed
- Knows what the word habitat means

### On Track- Check Point 1

- Explores the natural environment around them
- Talks about changes that happen in the natural environment during Autumn and Winter
- Can talk about how and why ice is formed
- Can answer questions about what they have observed
- Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc)
- Can explain what the word 'nocturnal' means
- Talks about how we can be safe in the dark

### On Track- Check Point 2

- Knows most plants start growing from a seed or bulb
- Knows plants need water, warmth and light to grow and survive
- Knows how to find out information about nocturnal animals and can share this, demonstrating their understanding.

### On Track- Check Point 2

- Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, minibeasts)

### On Track- Check Point 2

- Knows there are seasons that repeat and go in order
- Talks about changes that happen in the natural environment during the Spring
- Knows names for baby animals and can match these to their adult.
- Looks at animal key stages of development from birth to adult
- Knows that the length of day and night changes depending on the season

	<ul style="list-style-type: none"> <li>• Looks carefully at plants, talking about what shapes and colours they can see.</li> <li>• Makes observations about shapes and colours and tries to record these through drawings.</li> <li>• Knows names for baby animals and can match these to their adult.</li> <li>• Looks at animal key stages of development from birth to adult</li> </ul>		
	<p><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly</li> <li>• Knows a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight</li> <li>• Can use a range of equipment such as magnifying glasses, tweezers etc.</li> </ul>	<p><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Can talk about different natural environments around the world that have specific characteristics such as deserts, forests, islands</li> <li>• Knows that the weather can be different in different countries.</li> <li>• Shows understanding of how humans can impact the environment (e.g. buildings, pollution) and what we can do to help.</li> </ul>	<p><b>On Track- Check Point 3</b></p> <ul style="list-style-type: none"> <li>• Uses vocabulary past, present, future</li> <li>• Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun)</li> <li>• Knows there are 12 months in a year and the names and order of these.</li> <li>• Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time).</li> <li>• Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly</li> </ul>
<p style="text-align: center;"><b>ELG</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p style="text-align: center;"><b>ELG</b></p> <p>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.</p>	<p style="text-align: center;"><b>ELG</b></p> <p>Understand some important processes and changes in the natural world around them,</p>	

			including the seasons and changing states of matter.
	<b>Provisions</b> Connecting to nature sessions Outdoor areas Pictures of animals Plants to create process/ observational art Photos to explore Outdoor investigation areas Magnifying glasses etc for investigation	<b>Provisions</b> Photographs and books related to other environments Books from around the world e.g. jungles, polar, different continents.	<b>Provisions</b> Materials both natural and man-made to explore and discuss Playdough

## Impact

Our children will leave the Foundation Stage with a firmer understanding and respect for people and communities and the world in which they live. Pupils understand the different roles people play within our society and will know that by calling 999 they can reach the emergency services. They will be observant, describing the changes they notice around them. They will be confident to talk about their families and friends. Pupils will care about their immediate environment and know that they can have an impact on the wider world.