

Small Steps Progression Document - Reception

<u>Understanding the World</u>			
<u>Nursery</u>	<u>Reception</u>	<u>ELG</u>	<u>Year 1</u>
<u>Past and Present</u>			
Begin to make sense of their own life-story and family's history.	Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.	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.	<u>KS1 History National Curriculum</u> Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. Significant historical events, people and places in their own locality.

People, Culture and Communities			
Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experience or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religions 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.	<u>KS1 Geography National Curriculum</u> Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
The Natural World			

Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	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.	<u>Year 1 Science National Curriculum</u> -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -Identify and describe the basic structure of a variety of common flowering plants, including trees. -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -Distinguish between an object and the material from which it is made. -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. -Describe the simple physical properties of a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties. -Observe changes across the 4 seasons. -Observe and describe weather associated with the seasons and how day length varies. <u>KS1 Geography National Curriculum</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
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