

Robin Hood Early Years
Progression of skills N1, N2 and Reception
Understanding the World



Understanding the World
Past and Present

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	With support, comment on images of familiar situations in the past.	With support, compare and contrast characters from stories, including figures from the past.	- With support, compare and contrast characters from stories, including figures from the past. - With support, comment on images of familiar situations in the past.
Nursery 2 Children turning 4	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.	- Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past.
Reception	Comment on images of familiar situations in the past.	Compare and contract 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.
SEND support	- Picture prompts to support with understanding - Use of Makaton/Communication boards to ensure pupils can explain their understanding - Use familiar stories to support understanding		

Understanding the World
People, Culture and Communities

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	Make connections between the features of their family and other families.	Notice differences between people.	- Begin to talk about what they see. - Make observations about themselves and other people in their community.
Nursery 2 Children turning 4	- Begin to make sense of their own lifestory and family's history. - Show interest in different occupations.	- Explore how things work. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- Continue developing positive attitudes about the differences between people. - Draw information from a simple map.

Reception	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Recognise some similarities and differences between religions and civilisations.	- Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate different times in different ways.	- 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, nonfiction texts and (when appropriate) maps.
SEND support	- Picture prompts to support with understanding - Use of Makaton/Communication boards to ensure pupils can explain their understanding - Videos/books to develop understanding - Visitors and Trips		

<u>Understanding the World</u> <u>Natural World</u>			
Term	Autumn Term	Spring Term	Summer Term
Nursery 1 3 years old	- Repeat actions that have an effect. Explore materials with different properties. - Explore natural materials, indoors and outside.	Explore and respond to different natural phenomena in their setting and on trips.	With support, use a range of vocabulary to comment and make observations on what they can see in the world around them.
Nursery 2 Children turning 4	- 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.	- Talk about the differences between materials and changes they notice. - Explore and talk about different forces they can feel. - Understand the key features of the life cycle of a plant and an animal. - Talk about what they see, using a wide vocabulary.	- Begin to understand the need to respect and care for the natural environment and all living things. - Talk about what they see, using a wide vocabulary. - Plant seeds and care for growing plants.
Reception	Draw information from a simple map. Explore the natural world around them.	- Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. - Recognise some environments that are different to the one in which they live	- 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.
SEND support	- Picture prompts to support with understanding - Use of Makaton/Communication boards to ensure pupils can explain their understanding - Ensure pupils have sensory opportunities to explore world around them appropriately - Real life opportunities		

