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Somerville Federation

UTW progress model for knowledge and skills

|  | **Expectations for Nursery** | | | | **Expectations for Reception** | | | **ELG** | **Links to KS1** |
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| **History links** | Able to say who they are | Able to say who they are and who they live with | Can talk about their immediate family | Can briefly talk about their wider family | Can talk about memories that are special to them  Compare past and present | Can talk about memories that involve their immediate family | Can talk about similarities and differences between people in their family | **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** | **History**  Changes within living memory:  Coronation  About the lives of significant individuals in the past  Y1 Summer: Grace Darling  Y2 Spring 1: Florence Nightingale and Mary Seacole.  Y2 Summer 1:  The Moon Landing- Micheal Collins, Buzz Aldrin, Niel Armstrong and Mae Jemison. |
| Supported to develop an interest in different occupations | | Talks about a range of occupations | Is able to talk about roles of family members | Can identify emergency situations and knows who to call  Compare past and present | Can identify similarities and differences between jobs |
| **History vocabulary** |  | Then, now, same, different, memories | | | | | |  |  |
| **Geography links** | Begins to explores their natural environment | Is familiar with their environments of importance e.g. home / school | Is becoming familiar with environments beyond the classroom / school e.g. forest school, local area (trips) | Knows that they live in Seacombe, England and attend Somerville Nursery School  Knows about other places and countries linked to pupils in our school. (transition to primary school) | Knows that there are different countries in the world and can ask questions about the world  Can recognise classroom objects/shapes on a birds eye view/aerial plan of their table.  Provide lots of experiences of viewing objects from above and talk about how different they look and why. | Recognise some environments that are different to the one in which they live  Can compose and draw their own aerial view plan containing 5 objects on their table | Recognise some similarities and differences between life in this country and life in other countries    Can represent and draw a larger more complex plan of more than 5 objects on the carpet.  Introduce simple aerial plans of the classroom then school. Be able to follow a route around the class then school using the plans. | **Describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps**  **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.** | **Geography**  Y1 Autumn: Our School:  What is a map?  How is an aerial photograph different from a bird’s eye view plan?  What are physical and human features?  What do I like and dislike about the school grounds? Fieldwork  What are the four countries of the UK?  What are continents?  What are the countries and capital cities in the UK?  Y1 Autumn 2: London  Y1 Spring Term: Australia and Wales  Y2 Autumn:  Our World  Where do we live and what is around me?  What are the four countries of the UK and their capital cities?  What are the names of the seas that surround the UK?  How is the earth made up?  What are the names of the five oceans and seven continents and where are they in relation to  each other?  What is the equator and where is it located? |
| **Geography vocabulary** |  | Plan, birds eye and arial view, Map, country, ocean, environment, mountain | | | | | |  |  |
| **RE links** | Notice differences between people. | Understands and joins in with own family customs and beliefs | Knows that other people may believe and celebrate different customs and beliefs | Continue to develop positive attitudes about the differences between people. | | Recognise that people have different beliefs and celebrate special times in different ways. | Understand that some places are special to members of their community | **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** |  |
| **RE vocabulary** |  | Celebrate, belong, community, festival, believe | | | | | |  |  |
| **Science links** | Repeat actions that have an effect.  Explore materials with different properties.  Explore natural materials, indoors and outside. | Explore collections of objects using their senses | Explore collections of objects, identifying similar and difference properties  Develops an understanding of changes | | Talks about similarities and differences between objects | Identifies changes they notice | Describes the changes they notice | **Explore the natural world around them, making observations and drawing pictures of animals and plants**  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**  **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** | **Science**  Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions |
| Make simple observations about animals and plants | Identify key features of animals and plants that they observe. May try to represent this through mark making. | | Begins to represent things that they have observed in their drawings | Begins to add more detail to their drawings which are becoming more accurate | Name and label features of their observations, including drawings |
| **Science vocabulary** | Predict, change look closely, observe, watch, touch, feel, smell, listen, same, similar, different, compare, ask questions, record, sort, group | | | | | | |  |  |
| **Computing links** | Explores a range of ICT resources / toys | Explores programmable toys | Understands cause and effect e.g. press forward to move it forward | Uses a simple app | Confidently knows how to use a simple app or game | Understands how to program a toy to get from A to B | | **Computer Science** | **Computing** Understand what algorithms are,  Use technology safely and respectfully,  Identify where to go for help and support when they have concerns about content |
| Develops an understanding of how to keep themselves safe when using technology | | | | | | |