Logo

Description automatically generatedTilston Parochial Primary School

UTW progress model for knowledge and skills

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|  | **Expectations for Nursery** | | | **Expectations for Reception** | | | **ELG** | **Links to KS1** |
| **History links** | 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 story telling** | **History**  Changes within living memory  About the lives of significant individuals in the past |
| Shows an interest in different occupations | | Talks about a wider 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** | Knows that we live in Tilston and surrounding areas | Knows that our country is England | Knows that there are different countries in the world | Can ask questions about the world and enjoys looking at maps  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 arial 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**  Name and locate the world’s 7 continents and 5 oceans  Name, locate and identify the 4 countries and capital cities of the United Kingdom  Understand geographical similarities and differences through studying the human and physical geography  Add in Y1 fieldwork here |
| **Geography vocabulary** | Plan, birds eye and arial view, Map, country, ocean, environment, mountain | | | | | |  |  |
| **RE links** | Understands and joins in with own family customs and beliefs | Understands 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** | 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 |
| Making simple observations about animals and plants | Makes a basic representation of things they have observed e.g. I’ve drawn a rabbit. | | Begins to correctly represent things that they have observed in their drawings | Begins to add more detail to their drawings | Name and label features of their observations, including drawings |
| See Geography links | | | | | |  |
| **Science vocabulary** | Observe, difference, similarities, predict, changes | | | | | |  |  |
| **Computing links** | 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 | Debugging when things go wrong | **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 |
| To know when something makes me sad, either online and in real life | | Knows what to do when something makes me sad, either online or in real life | | Know they need to be kind online | Knows not to share information | **Identifies rules that help keep them safe and healthy when using technology** |
| Knows how to safely search online with or without support  Taught throughout the year through all topics | | | | | |  |