



Laughton Junior & Infant School

Learning together, achieving together

EYFS Knowledge and Understanding of the World Progression Skills



	PROGRESSION IN EYFS						LINKS TO KS1 Curriculum
History Links	Able to say name and where they live	Can talk about family members/pets in the home Sequence family members by size (baby, big brother/sister, adult)	Talks about wider family and can talk about past events Talk about birthdays and different ages of people in family e.g. baby, adult.	Understands that families can be different can talk about differences in own family Sequence people into ages and know that people get older and grow	Begin to sequence events such as the school day or events of the week	Know about some fingers in history and talk about stories from the past	Understands that there are similarities and differences between people Describe memories that have happened Sequence events that are close together in time
	Shows an interest in occupation (nurse, doctor, police) Talk about a wider range of occupations e.g. plumber, baker		Discuss different occupations of family members	Can identify emergency situations and how to get help	Can identify similarities and differences in jobs		
	Comments on historical characters in stories		Comments on historical figures or objects in non-fiction texts using language such as a long time ago	Shares some similarities between characters and figures	Compare and contrast characters from stories/non-fiction texts or historical figures sharing similarities and differences		
RE Links	Comments on recent pictures of experiences/celebrations of their own life		Knows that people have different celebrations (Eid, Diwali, Chinese New Year, Christmas) Speak positively about differences between people and their celebrations Knows about different places of worship		Name church, mosque and temple. Know these religious places are special and know who goes there Can articulate what other's celebrate and begin to explain		Can recognise, name and describe religious places Describe the main belief and festivals of a Muslim, Christian, Hindu.

Geography Links	<p>Know where they live and what they live in</p> <p>Know what a map is and what it is used for</p>	<p>Can explain features of different homes and know that our school is in Laughton</p> <p>Can talk about the features of our school and can identify features on a map of the school (tree, building, field)</p>	<p>Know that they live in Rotherham (Laughton, Dinnington, Thurcroft)</p> <p>Know about the features of the local area (field, farm, Church, hill, road, shop, park)</p> <p>Can find these features on a map and draw their own simple map</p> <p>Talk about features in the wider local area (Meadowhall, Sheffield, Clumber park)</p>	<p>Know that Laughton is in England.</p> <p>Can talk about features of different places such as river, mountain, woodland.</p> <p>Can make their own map of a journey</p> <p>Can find England on a map/globe.</p> <p>Can compare their local area to contrasting places in the world such as China, Polar lands, France</p>		<p>Use basic geographical vocabulary to refer to physical and human features</p> <p>Observe the natural world around them</p> <p>Compare the UK with a contrasting country</p>
Science Investigating the Natural World and Living Things	<p>Explore collections of materials</p> <p>Explore how things work</p>	<p>Identify simple properties of materials e.g. hard/soft, smooth/rough</p> <p>Can sort objects with a given criteria e.g. colour</p>	<p>Talk about the differences between materials and the changes they notice</p> <p>Describe the changes in the world in the different seasons (colour and weather)</p> <p>Explores and talks about what they observe e.g. floating and sinking, forces</p> <p>Ask questions about what they see and talk about their ideas</p>	<p>Explore the natural world around them and describe their observations</p> <p>Talk about changes</p> <p>Ask how and why questions about what they observe e.g. seasonal changes</p>	<p>Names and order seasons</p> <p>Predict what will happen and explain what they have found out</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p>
<p>Name basic body parts</p> <p>Names some animals</p> <p>Can use the 5 senses to explore the world around them</p> <p>Can identify the difference between plants and animals</p>		<p>Understands how to care and respect the natural environment and living things</p> <p>Can sort and classify animals such as farm, pet, zoo</p> <p>Observe and understand the life cycles and stages e.g. growing old and egg cycle</p> <p>Can name basic parts of a plant and knows how to plant a seed and care for it</p>	<p>Can identify features of living things e.g. growth</p> <p>Can classify and sort living things e.g. winged/legs</p> <p>Ask questions and make observations of living things</p>	<p>Can compare living things and observe similarities and differences.</p> <p>Ask questions about living things</p>		

<p>Computing</p>	<p>Mark make using 2 Simple software</p> <p>Aware of the ICT equipment in the environment/home</p>	<p>Choose own colours on paint software on interactive board</p> <p>Explores a remote controlled toy</p>	<p>Select own tools, new page, and print using paint software</p> <p>Use the ipad to select different app</p> <p>Play a simple game using interactive TV by dragging and clicking</p> <p>Understand information can be found on the internet</p> <p>Know that we can communicate with technology on Tapestry</p> <p>Can programme a toy to move forwards and backwards</p> <p>Children can use an ipad/camera to take a photograph</p>	<p>Create a detailed picture using paint software</p> <p>Select own app</p> <p>Can type own name and find letters on a keyboard</p> <p>Aware of the dangers of the internet</p> <p>Can use a mouse</p> <p>Can programme a remote controlled toy to a move to a target</p>	<p>Use technology safely and respectfully</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
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