

Area of Learning: Understanding the world					
Statement: Past and present					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Talk about what they see</p>	<p>Be able to identify people who help us and their role.</p> <p>Be able to talk about changes in their lives.</p> <p>Be able to talk about past events in their lives e.g. news/ festivals.</p> <p>Be able to sequence simple daily events e.g. getting ready for school.</p>	<p>Engage in stories about past and present key events. E.g. Christmas/ Guy Fawkes.</p> <p>Talk about significant past and present characters and events using new vocabulary.</p> <p>Begin to identify people in their lives that are special to them.</p>	<p>Talk about the lives of the people around them and their roles in society (people who help us) using a wider vocabulary.</p> <p>To compare past and present experiences in the world around us.</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Talk more about the lives of the people around them and their wider roles in society;</p> <p>Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Continue to develop their understanding of the past through settings, characters and events encountered in books read in class and storytelling</p>

Area of Learning: Understanding the world					
Statement: People, culture and experiences					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Show interest in different occupations.</p> <p>Begin to show positive attitudes about the differences between people.</p> <p>Talk about what they see around them.</p> <p>Begin to make sense of their own life story and their family's history.</p>	<p>Show increased interest in the lives of people who are familiar to them.</p> <p>Begin to understand that not all people celebrate the same things as them.</p> <p>Talk about people that are helpful to them, both from within their family and outside their family.</p>	<p>Have a greater understanding about why certain events are being celebrated.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Drawing information from a simple map.</p> <p>Recognising some similarities and differences between life in this country and life in other countries.</p> <p>Recognising that people have different beliefs and celebrate special times in different ways.</p> <p>Starting to show an interest in different occupations and ways of life.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>Explain some similarities and differences between</p>	<p>Continue to further describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain similarities and differences between life in this</p>

				life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.	country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
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Area of Learning: Understanding the world					
Statement: The natural world					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see</p>	<p>Talking about some of the things they have observed such as plants, animals, natural and found objects using new vocabulary.</p> <p>Exploring the natural world around them, for example: using tools</p>	<p>Identifying features of living things, such as animals with legs or those with wings.</p> <p>Beginning to use wider vocabulary when describing what they see, hear and feel whilst outside</p> <p>Understanding the effect of changing seasons on the</p>	<p>Asking questions about their familiar world. E.g. their home</p> <p>Asking questions about some of the things they have observed, such as plants and animals. Talking about why things happen and how things work</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and</p>	<p>Reception children will begin to:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants more independently</p> <p>Know some and be able to discuss</p>

Begin to understand the need to respect and care for the natural environment and all living things.		natural world around them.	<p>using a wider vocabulary</p> <p>Understanding more about growth, decay and changes over time.</p> <p>Recognising some environments that are different to the one in which they live.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Further understand important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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