

New Close Primary School EYFS
Understanding of the World of knowledge and skills



New Close Primary School
An Acom Education Trust School

	Minimum Expectations for nursery (Bunnies)			Minimum expectations for reception (Rabbits)			ELG	Links to ks1 curriculum	
History Links	Able to say who they are and who they live with	Can talk about any pets that they might have	Can briefly talk about some members of their family	Can talk about past and upcoming events with their immediate family	Can talk about members of immediate family in more detail	Can discuss similarities and differences between people in their family	<ul style="list-style-type: none"> • 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. 	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.	
	Shows an interest in different occupations (nurse, doctor, police, fire...)		Talks about a wider range of occupations (electrician, plumber etc)	Is able to discuss different occupations of family members	Can identify emergency situations and knows who to call	Can identify similarities and differences between jobs			
	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members, explaining who they are and the key differences between what they can/can't do				
	Comments on fictional characters in stories		Shares likes and dislikes	Shares some similarities between characters, figures or objects	Compare and contrast characters from stories, sharing similarities and differences				
	Comments on historical figures or objects in non-fiction texts				Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences				
Knowledge to be taught	Transport - different vehicles and where they can be found Dinosaurs - where are they now? Discuss similarities and differences between dinosaurs and landscapes Body parts - link to different occupations or growth								
RE Links	Comments on recent pictures of experiences in their own life. "This was me at the farm..."		Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"		Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)		Describe memories that have happened in their own lives.	
	Knows that there are special places of worship			Can name different religious venues - Church, Mosque and Gurdwara as a minimum		Knows why religious venues are special and who goes there		Can recognise, name and describe religious places.	
	Knows that there are differences between what people believe		Developing positive attitudes about differences between people		Can articulate what festivals others celebrate and begin to explain in more detail			Describes the main beliefs of a religion. Describes the main festivals of a religion.	
Geography Links	Knows what a map is used for		Identifies features on a simple map - in familiar environments such as the classroom and outdoors		Can use maps to locate objects in 'real life'	Can briefly explain the difference between H&P features - which items can and can't be moved	<ul style="list-style-type: none"> • 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 	Use basic geographical vocabulary to refer to physical and human features	
	Knows that we live in Warminster in Wiltshire, which is in a country called England		Knows that there are different countries in the world		Children ask questions about the world and enjoy looking at maps and globes	Children are able to name towns, cities or countries with familial links.		Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country	
	Knows where they live (house, flat, bungalow)	Can explain features of other homes		Knows that different countries have different homes	Can identify similarities and differences between homes in our country	Can identify similarities and differences between homes in other countries			
	Can articulate what daily life is like for them in our country	Using pictures, explains what life may be like for children in other countries		Makes comparisons between life for children this country and other countries					

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Knowledge to be taught	<p style="text-align: center;">Transport - how can you travel to different places around the world? Environments - farms, towns, cities, rural areas Houses and homes - different houses and homes around the world (internally and externally)</p>						
Science	Explore collections of materials	Explore collections of materials, identifying similar and different properties	Talks about differences between materials and changes they notice.		Explores the natural world around them	<ul style="list-style-type: none"> 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 	Explores the world around them, asking how and why Q's. Decides how to sort and classify objects.
	Uses senses in hands on exploration	Can name their 5 senses	Explain what their five senses are				
	Explores how things work	Explores and talks about forces (push and pull)		Explores non-contact forces (gravity and magnetism)		Notices links between cause and effect (speed, shape, direction and magnetism)	
	Understands that the weather changes and that in different countries you have different weather	Can identify what you need to wear for each season and why	Names and orders seasons		Understand the effect of seasons on the natural world, discussing when and how things grow		Identify seasonal weather patterns
	Understands the difference between plants and animals	Plants seeds and cares for growing plants with support	Can explain the life cycle of a daffodil and a butterfly	Can say what plants need to survive	Can talk about different life cycles	Understands the need to respect and care for the natural environment and all living things.	Observe the natural and humanly constructed world around them
Knowledge to be taught	<p style="text-align: center;">New Life - Plants and growth, including how we care for them Animals and their young - where different animals live and how we can care for them Floating and Sinking, Sorting by material, Magnetism</p>						
Computing	Mark make on paint software on the Interactive Whiteboard		Select brushes, colours and rubbers when drawing on paint software		Use various tools such as brush, pens, stamps, erasers and shapes with support		Uses various tools such as brushes, pens, eraser, stamps and shapes
	Can play simple games on the Interactive Whiteboard by pressing buttons		Can play simple games on the Interactive Whiteboard by dragging and dropping items		Children can independently change games or increase levels of difficulty on games		
	Children can switch a camera on and off	Children can take photos on the camera		Children can record videos on the camera	Children can edit photos	Erases content and understands how to charge the cameras	

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		Children know to ask for help if needed	Children know what personal information is and know that it should not be shared online		Identify which things count as personal information. Asks for help when they need it.
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