


Understanding the World Progression of Skills

Area of Learning	Autumn	Spring	Summer	ELG Children at the expected level of development will:
Past and Present	<p>-Explore the concept of a sequence of events developing vocabulary; next, then, after, before, through sequencing the daily routine & timetable and sequencing familiar stories like Little Red Riding Hood.</p> <p>-begin our visual calendar documenting birthdays and important dates to look forward to and look back on e.g Christmas, holidays, birthdays. Exploring the concept of future and the past and the concept of a time interval and recorded time.</p> <p>-draw attention to the main parts of the day i.e start of the day, lunchtime middle of day, hometime end of day.</p> <p>-explore the concept of the past by looking at 'All about me' sheets asking "what is different?" "what is the same?"</p> <p>-develop personal experiences, invite visits from the Police and Firefighters.</p> <p>-Invite parents for a play afternoon</p>	<p>-talk about school and home routines through Woodford Bear and daily timetable, uniform, classroom and provision, enrich personal experiences by inviting ex-students/parents or grandparents to send in photos or visit to talk about their time in school.</p> <p>-invite parents/grandparents in to share jobs, interests i.e. story telling</p> <p>-continue play afternoon</p>	<p>What is a dinosaur and how do we know dinosaurs existed? noticing changes and differences.</p> <p>What did dinosaurs look like? -use the visual calendar to observe the passing of time and changes they see in the tree, clothes, birthdays and events that have happened whilst in Lake,</p> <p>-develop personal experiences by a visit to local historical house and garden Heale Gardens.</p> <p>-develop a sense of time passing by observing and recording through photos and drawings of the life cycle of a bean or sunflower growing from seed and caterpillar changing into a butterfly visit from Salisbury Museum exploring dinosaurs and fossils</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>
Texts				
Vocabulary	<p>Then, now, before, long ago, next, later, yesterday, first, second, then, everyday, morning, afternoon, evening, yesterday, today, tomorrow, days of the week, months of the year, seasons of the year</p>			


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Old fashioned, new, modern, Long, long, ago, prehistoric, palaeontologist				
People, Culture and Communities	<ul style="list-style-type: none"> -Develop a sense of place in the class and school community by establishing rules and routines, being respectful to our environment by looking after resources and equipment and learning where they belong – creating a map of the class -develop sense of place within the community by attending whole school worship and Key Stage worship and participating in whole school events and fund raisers i.e Children in Need, Book Week, Christmas Party. -establish friendships with buddies in year 5. -Develop a sense of self within the community by sharing interests, talking about their family via Woodford Bear home visits and exploring cultural differences and similarities and diversity. -enrich personal experiences through visitors in Worship; i.e Remembrance Day, Trussel Trust, Harvest Festival, Father Christmas. -Explore festivals and important days i.e. Christmas in different countries explore Diwali, Hanukkah -Through being outside in the Windsor Walk, explore concepts of position ie. Above, below, over -using our daily routines establish an understanding of position in relation to another person or object. 	<ul style="list-style-type: none"> -explore the immediate environment through welly walks around the fields and church to recognise the main features ie. Road, river, field, hill, lane and understand main features ie. Large beech tree in playground where can we see it when we are at the church? Up the hill? By the car park? -map out through drawing and model making the sequence of the day and stories ie. Bears in the Night and our welly walks. -begin to use directional language Use digi maps and google earth and OS maps to locate the school and familiar places ie. Holiday locations, compare weather in different countries i.e where is it the coldest today? Use weather forecast and google earth and media to find out about other counties. -explore treasure and pirate maps through Play Projects. -Continue Woodford Bear visits encourage parents and children to record special events on their Learning Journal Tapestry to share in class -continue to explore different religious festivals and special days including Lent and Easter -take part in the Easter workshop and Easter Service at the Church with the whole school -explore life in a different country use fish as a stimulus to explore oceans and seas in different parts of the world, what might we find there? -Visit a different environment from school ie. City centre Salisbury Library, Art Gallery and Market. 	<ul style="list-style-type: none"> -continue exploring the local area through welly walks up to the hill and woods using digimaps, OS maps and google earth to identify a route and main features, looking at the school from above and identifying the church, playground tree, river, Salisbury Cathedral. -begin to explore scale and how things far away appear small. -recreate walks using drawings, photos and small world figures, representing main features (symbolic representation) -design obstacle courses in playground to develop understanding of positional language -Look at a beach environment and forest through reading We're going on a bear hunt how does it compare to where we live? Where would you rather live and why? -use the beebots to explore simple directions forward and backwards 	<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 what has been read in class; - 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.

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Texts				
Vocabulary	<p>Above, below, over, in between, in front of, behind. Road, hill, church, lane, river, sea, field, wood, cottage, farm Cathedral, horizon, far away, near, distance, scale, beach, forest</p>			
The Natural World	<p>-Understand the world around them by starting a visual calendar documenting photos a tree changing with the seasons and observe the difference and similarities of the tree and themselves throughout the year ie. The clothes they wear in autumn, winter, spring, summer.</p> <p>-record weather and it's effect on ourselves and our environment through documentation i.e rainy days, ice and cold, wind, sun and heat</p> <p>-explore and observe ice and temperature (digital temperature gauge and microscope) and make daily/monthly/seasonal comparisons.</p> <p>-observe, draw and paint the autumn leaves as they change colour observing their shape, size and colours and sort according to differences and similarities.</p>	<p>-explore their sense of place by exploring light and dark through stories Bears in the Night, Whatever Next, The Darkest Dark</p> <p>-explore magnets and forces using magnets, what is magnetic and non magnetic.</p> <p>-explore shadows using lamps and light box</p> <p>-observe through the senses and drawings, photos and microscope a real fish.</p> <p>-explore a sea environment and habitat</p> <p>-observe the outside environment changes in plant life and spring flowers and changes in the trees refer to our visual calendar record changes in our school tree i.e blossom or buds</p> <p>- visit to city centre library, art gallery and market as a contrast to school rural location what is different? Same?</p>	<p>What do plants need to grow? How does a seed grow into a plant? Are there seeds inside all plants that we eat?</p> <p>develop a sense of place in the natural world by exploring life cycles of caterpillars/butterflies, seed to sunflower or bean cycle and observe changes.</p> <p>-explore foods that have seeds inside e.g pomegranate, use Handa's Surprise as a stimulus exploring difference in setting and food.</p> <p>-explore the habitats of minibeasts</p> <p>How is a butterfly different from a caterpillar?</p>	<p>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.</p>

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	<p>-observe and collect seeds ie. Conkers, acorns, beech nuts and be able to name them.</p> <p>-through observation and outside play notice the weather and it's effect on us and the environment i.e. our change of clothing for warmth, the leaves blowing around the playground</p> <p>-Observe and draw/paint pumpkins and squash and other seasonal foods</p>		<p>-use scavenger hunts to identify and name plants and bugs on our welly walks and in the school garden.</p> <p>-enrich personal experiences by visit to Langford Lakes or Cholderton Rare breeds Farm looking at insect habitats and plants.</p>	
Through continuous routines and provision	<p>Explore materials and their properties including changing states through jelly making, playdough making and pancake making, powder paint mixing with water, ice bombs, using and sorting everyday materials through using loose parts, wood, metal, plastic, natural materials, talk about recycling through the book The Tin Forest and Junk DNA, floating and sinking using different materials in water play, explore trajectories using water channels and cardboard tubes for car racing, through stories and resources explore hibernation and the nocturnal world. Explore dry and wet sand through play.</p>			
Texts				
Vocabulary	<p>Autumn, hibernation, names of trees and seeds, melting, freezing, Light, shadow, reflective, transparent, scales, fin, bud, bulb, daffodil, snow drop, crocus, blossom Forest, beach, cave, seed, seedling, plant, shoot, cocoon, caterpillar, butterfly,</p>			