

EYFS UTW Progress Model

Taught in F1, Recapped in F2-

Taught in F2-

	Key learning	Small steps of progress				Links to KS1 curriculum	
History links	Can talk about themselves and their family	Able to say who they are and who they live with	Can briefly talk about some members of their family	Can talk about members of immediate family in more detail	Can discuss similarities and differences between people in their family	<p>To make simple observations about different types of people, events, beliefs within a society.</p> <p>To begin identifying similarities / differences between ways of life at different times.</p>	
	Can sequence family members	Sequence family members by age (baby, child, adult)	Sequence family members, by age, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Explain key differences between family members/ ages and say what they can/can't do		
	Can talk about different occupations	Knows that people can get jobs to get money	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 similarities and differences between jobs
	Can talk about their own past	Briefly talks about things that they did in the past that were important to them when looking at photos eg Christmas/ birthdays/ special occasions		Talks about things that they did in the past that were important to them in more detail when looking at photos eg Christmas/ birthdays/ special occasions/experiences in school	Talks about things that they did in the past that were important to them in more detail from memory eg Christmas/ birthdays/ special occasions/experiences in school		
	Understands and uses language relates to	Uses and understands the words old, new and a long time ago		Uses and understands the words yesterday/ tomorrow correctly	Uses and understands the words past and present		

	past and present					week ago, last month, next, further in the past, day, week, month
	Comments on characters, events and objects from the past	Begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago	Can sort objects/images into old and new and compare similarities and differences.	Can sort objects/images into past and present and compare similarities and differences.		To place events and objects in order. To recognise their own lives are different from lives of people in the past.
	Talk about famous history	Can name some famous people important to history- Mary Anning				
R.E. links	Knows that people have different beliefs and that there are different religions	Knows that people have different beliefs	Knows that a religion is what people believe and worship	Can name some different religions- Christianity, muslim, sikh, hindu	Can name some different celebrations that different religions celebrate	Can identify aspects of own experience and feelings, in religious material studied
	Comments on different religious celebrations	Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Compares similarities and differences between different celebrations		Can recognise features of religious life and practice
	Understands that there are places of worship	Knows that there are special places of worship	Can name different religious venues - Church, Mosque and Temple	Knows why religious venues are special and who goes there		Recount outlines of some religious stories

	Can re-tell key points from religious stories	Can name key people from religious stories eg Mary, Joseph, Jesus, Rama, Sita,		Can tell key points from religious stories		
Geography links	Can use a map	Knows what a map is used for	Identifies features on a simple map (trees, house, river, mountain)	Can use maps to locate objects in 'real life' around school in a group	Can briefly explain the difference between human and physical features	Use simple maps & globes to help recognise countries within the UK, continents and identified oceans. Identify and describe similarities and differences of their local physical and human environment using simple geographical language.
	Explores a globe	Knows that a globe is a map of the world		Can identify land and water on the globe	Can point out some countries and continents on the globe- UK, Africa, the Arctic	
	Can talk about homes	Can name different types of homes- house, bungalow, flat	Can name different types of homes- terraced house, detached house, semi-detached house, bungalow, flat, cottage	Can explain features of different homes	Can identify similarities and differences between homes in our country	Knows where they live (house, flat, bungalow)
	Can talk about their local area	Talk about what they see in their own environment (school/home)		Talk about local environments (their road, Eastwood, Clifton Park, Parkgate)		
	Can talk about the country that they live in	Knows that we live in Rotherham	Knows that London is the capital city of England	Know that England is in the UK and that 4 countries make up the UK	Knows that there are different countries and continents in the world and can name some other countries- UK, Africa, the Arctic	Name countries and capital cities of the UK, the 7

		which is in England					continents and 5 oceans.
	Can talk about the world they live in	Knows that different countries have different homes	Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world	Can identify similarities and differences between homes in other countries		Identify characteristics of the 4 countries of the UK.
	Can talk about what life is like in different countries	Can articulate what daily life is like in our country	Explains how life may be different for other children	Makes comparisons between life for children in different countries			
Science Links	Can investigate materials	Can explore collections of materials with similar and/or different properties	Can identify and name everyday materials- wood, plastic, glass and metal	Can talk about the similarities and differences between materials- hard/soft, bumpy/smooth, shiny/not shiny	Begin to understand why certain materials are better to use for different things- waterproof	Can identify and sort different materials based on their properties and the results from experiments- hard/soft, rough/smooth, shiny/ not shiny, float/sinks.	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
	Begin to understand changes of state	Can notice and talk about what happens to puddles when it's cold.	Begin to understand that when water gets cold enough it freezes and becomes ice.	Begin to understand that when ice warms up it melts and changes back to water.			Describe the simple physical properties of a variety of everyday materials.
	Investigate different forces	Explore and talk about different forces they can feel- that they produce- lifting, pulling, pushing, twisting and feel on their bodies- such as on swings, wobble board, slides etc.	Investigate push and pull	Begin to understand how magnets work and use investigate which materials are magnetic and non-magnetic	Begin to understand gravity		

	Investigate light	Can identify objects that are a 'source of light' and 'not a source of light'.		Can identify sources of light that are natural and man-made		
	Can name parts of the human body	Can name parts of their body- head, arms, legs, back, neck, elbows, shoulders, knees, feet.	Can name their eyes, ears, nose, hands and mouth	Can name their 5 senses- sight, hear, smell, touch, taste	Explain what their five senses are used for	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
	Can talk about the weather	Understand and name different weather	Understands that different seasons have different weather	Understands that the weather changes and that in different countries you have different weather	Understands that in different weathers/ climates that you would need to wear different clothes	Observe and describe weather associated with the seasons and how day length varies.
	Can talk about the four seasons	Know that there are four seasons in a year and name them	Begin to be able to talk about some of the changes in each seasons	Order the seasons	Be able to talk about similarities and differences and compare each of the four seasons	Observe changes across the four seasons.
	Can talk about plants	Can identify a plant and understand it is a living thing	Can say what a plant needs to survive- water, light, food	Names parts of a plant	Can explain the lifecycle of a sunflower	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

	Can talk about animals/ insects	Children will recognise and name some common animals and insects in the UK: Pets: dog, cat, fish, hamster. Woodland- hedgehog, squirrel, rabbit, fox, badger. Farm- pig, cow, sheep, horse, hen, duck. Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee.	Can identify and say the name of baby animals: pig, cow, duck, chicken, horse, dog and cat.	Children can recognise and name some common sea creatures: whale, dolphin, fish, starfish, jellyfish, octopus.	Children can recognise and name some common animals from other countries: (Polar and African animals): polar bear, penguin, artic fox, giraffe, zebra monkey, lion etc.	Children understand how certain animals grow and can talk about their life cycle- duck and butterfly	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	Can talk about space	Know that the world is a planet	Know that the world has one moon	Know that there are other planets in our solar system and name some	Know that there is no gravity on the moon		
	Can talk about scientists	Know that a scientist is someone that investigates science as their job		Can name famous scientists- Neil Armstrong			
Computing links	Can use the tools on paint software on the IWB	Mark make on paint software on the Interactive Whiteboard	Select brushes, colours and rubbers when drawing on paint software on the IWB	Use various tools such as brush, pens, stamps, erasers and shapes with support on paint software on the IWB		Understanding how to create digital art using an online paint tool.	

	Can play touchscreen games	Can play simple games on the Interactive Whiteboard or an ipad by pressing buttons	Can play simple games on the Interactive Whiteboard or and ipad by dragging and dropping items	Children can independently change games or increase levels of difficulty on games			<p>Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>Developing understanding of different software tools.</p>
	Can use an ipad	Children can switch an ipad on and off	Children can take photos on the camera on an ipad	Children can record videos on the camera on an ipad	Children can edit photos on an ipad	Erases content and understands how to charge the ipads	<p>Taking and editing photographs.</p> <p>Using a basic range of tools within graphic editing software.</p>
	Can programme	Can programme simple instructions for the beebot using the arrows			Can debug instructions when using the beebot		<p>Programming a Bee-bot/Blue-bot to follow a planned route.</p> <p>Learning to debug instructions when things go wrong.</p> <p>Developing a how to video to explain how the Bee-bot/Blue-bot works.</p> <p>Learning to debug an algorithm in an unplugged scenario.</p>

	Can name, understand and use different technology	Children can name an ipad, laptop, camera and computer	Children can name the parts of a laptop	Children can use a mouse on a laptop	Children can switch on a laptop and login using their username and password	Logging in and out and saving work on their own account. Understand the importance of a password.
	Knows how to keep safe online	Children know to ask for help if needed		Children know about keeping safe online and not sharing personal information.		When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable