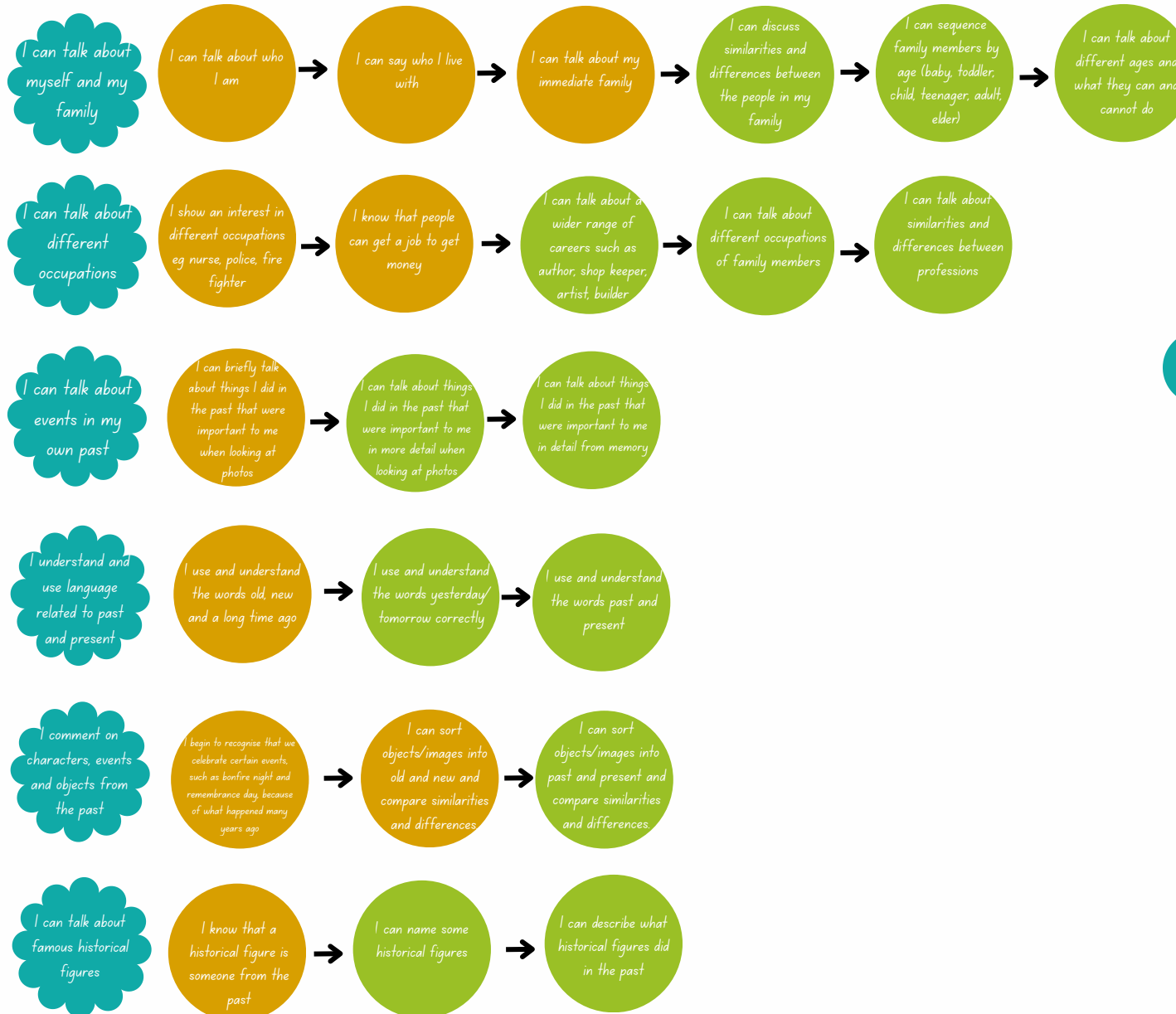


EYFS UNDERSTANDING THE WORLD PROGRESS MODEL

HISTORY LINKS



Key

 = F1

 = F2

KS1 LINKS

TO MAKE SIMPLE OBSERVATIONS ABOUT DIFFERENT TYPES OF PEOPLE, EVENTS, BELIEFS WITHIN A SOCIETY.

TO BEGIN IDENTIFYING SIMILARITIES / DIFFERENCES BETWEEN WAYS OF LIFE AT DIFFERENT TIMES.

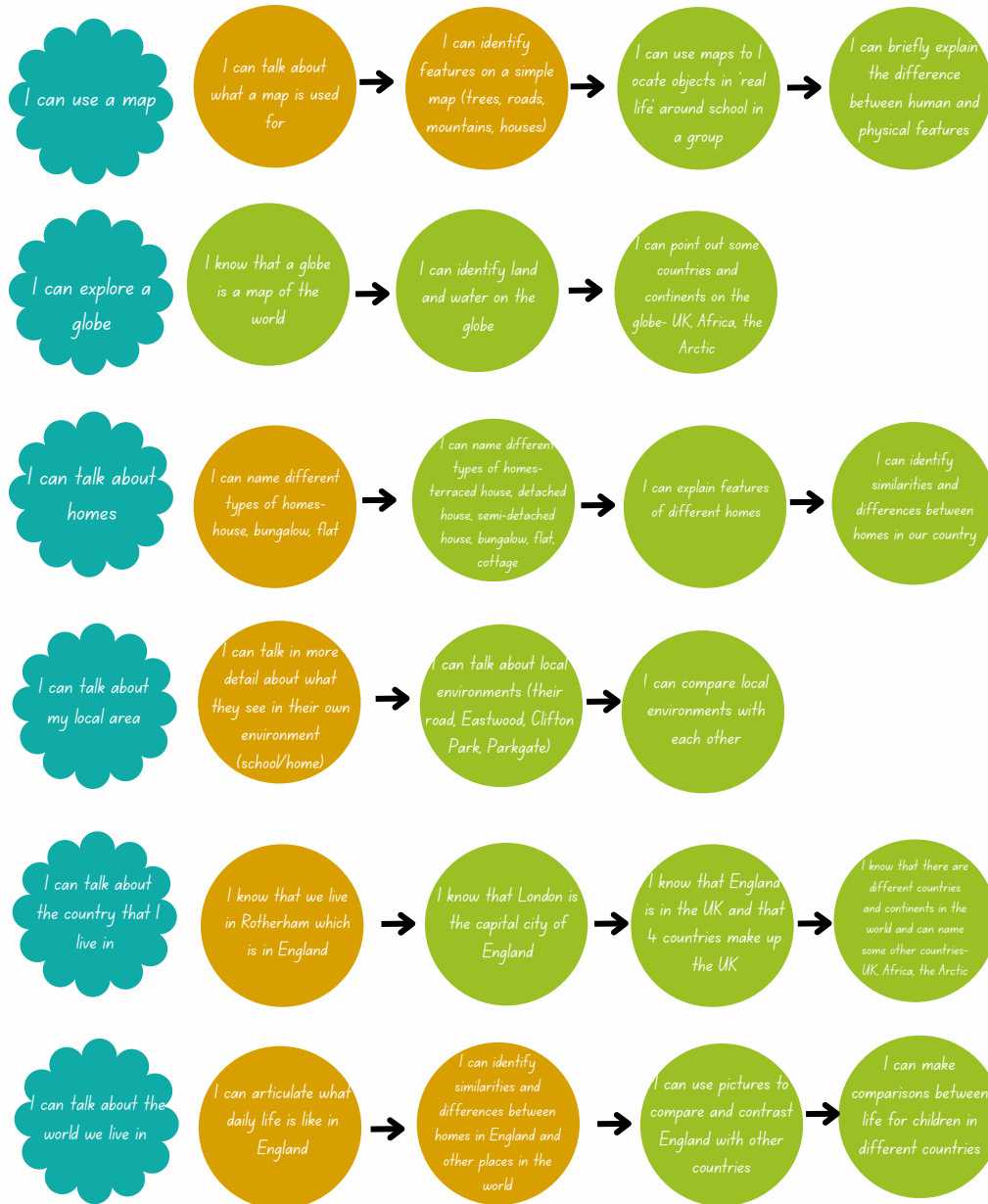
TO USE WORDS & PHRASES LIKE: OLD, NEW, A LONG TIME AGO, YESTERDAY, A WEEK AGO, LAST MONTH, NEXT, FURTHER IN THE PAST, DAY, WEEK, MONTH

TO PLACE EVENTS AND OBJECTS IN ORDER.

TO RECOGNISE THEIR OWN LIVES ARE DIFFERENT FROM LIVES OF PEOPLE IN THE PAST.

EYES UNDERSTANDING THE WORLD PROGRESS MODEL

GEOGRAPHY LINKS



Key

 = F1

 = F2

KS1 LINKS

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.

KNOWS WHERE THEY LIVE (HOUSE, FLAT, BUNGALOW)

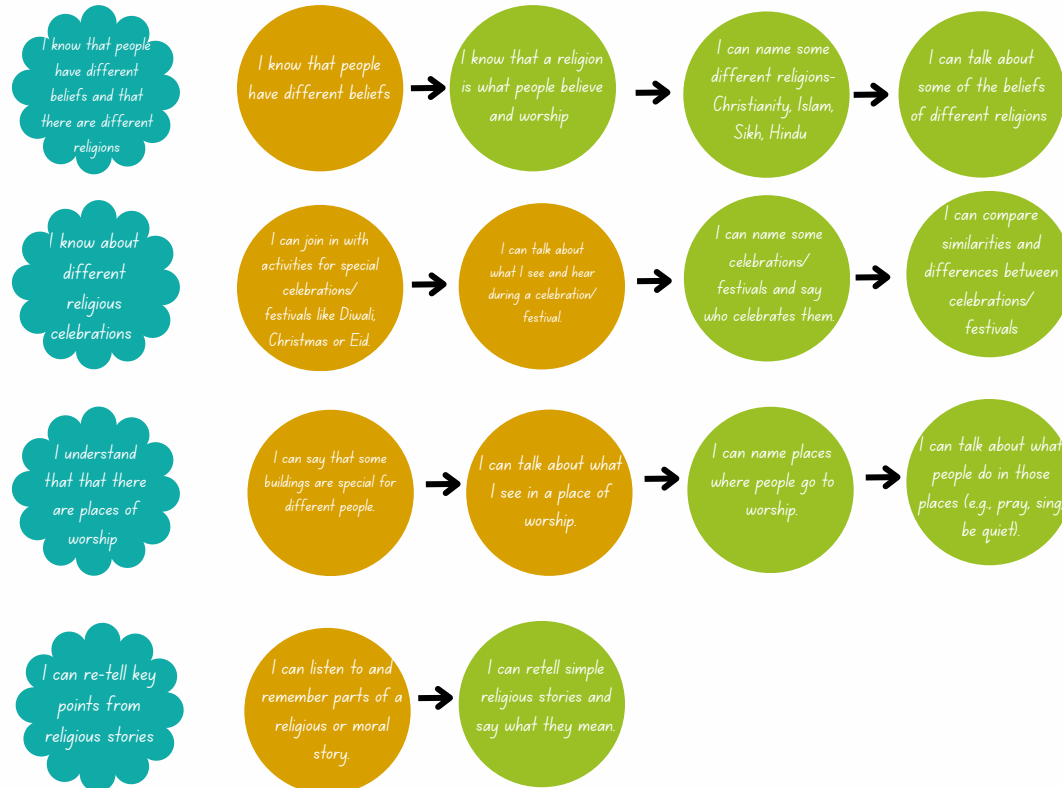
TALK ABOUT WHAT THEY SEE IN THEIR OWN ENVIRONMENT (SCHOOL/HOME) USING A WIDE VOCABULARY

NAME COUNTRIES AND CAPITAL CITIES OF THE UK, THE 7 CONTINENTS AND 5 OCEANS.

IDENTIFY CHARACTERISTICS OF THE 4 COUNTRIES OF THE UK.

EYES UNDERSTANDING THE WORLD PROGRESS MODEL

RE LINKS



Key

= F1

= F2

KS1 LINKS

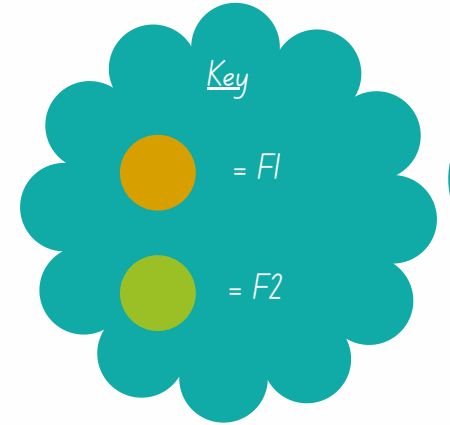
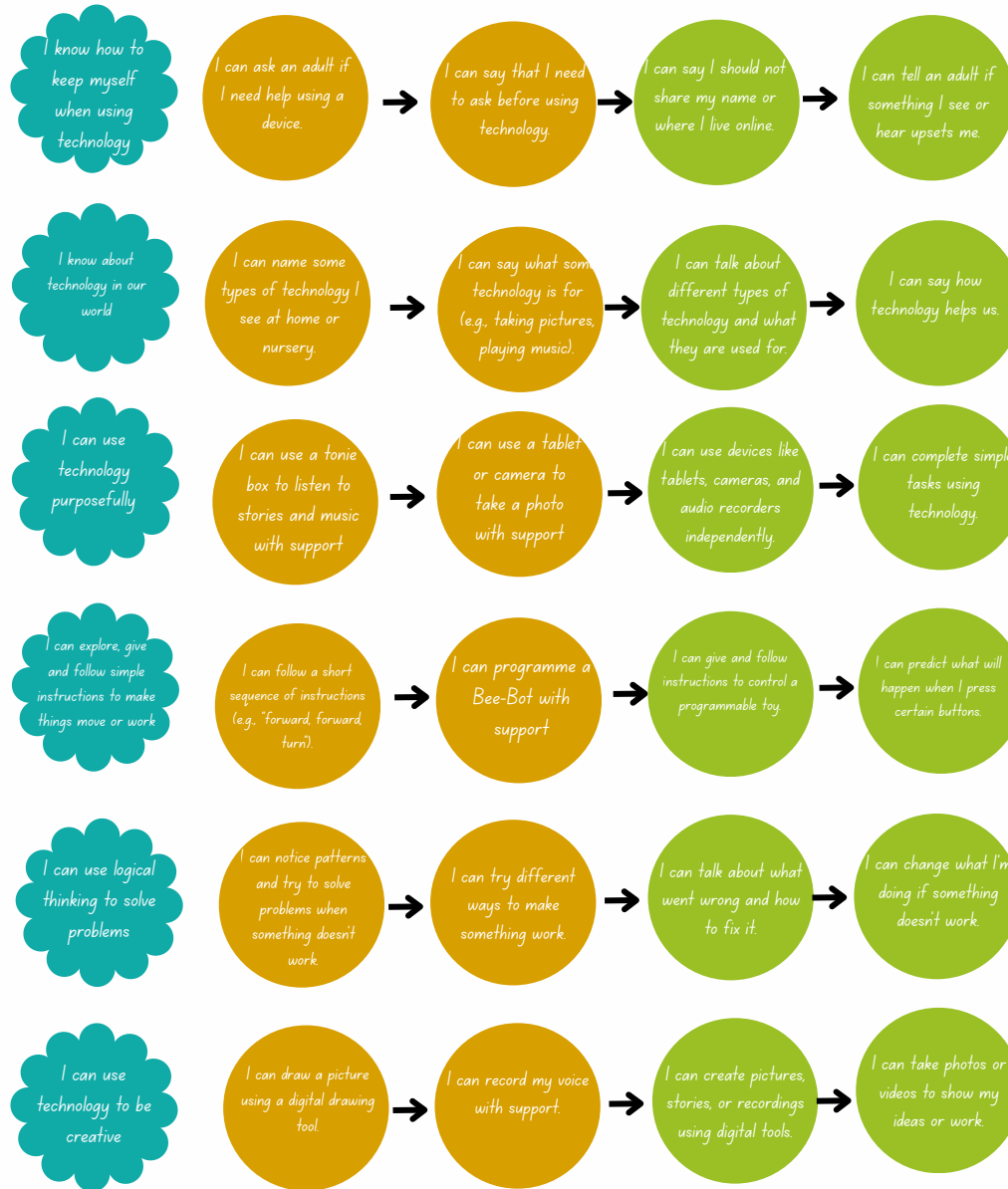
CAN IDENTIFY ASPECTS OF OWN EXPERIENCE AND FEELINGS, IN RELIGIOUS MATERIAL STUDIED

CAN RECOGNISE FEATURES OF RELIGIOUS LIFE AND PRACTICE

RECOUNT OUTLINES OF SOME RELIGIOUS STORIES

EYES UNDERSTANDING THE WORLD PROGRESS MODEL

COMPUTING LINKS



KSL LINKS

UNDERSTANDING HOW TO CREATE DIGITAL ART USING AN ONLINE PAINT TOOL.

DEVELOPING CONTROL OF THE MOUSE THROUGH DRAGGING, CLICKING AND RESIZING OF IMAGES TO CREATE DIFFERENT EFFECTS.

DEVELOPING UNDERSTANDING OF DIFFERENT SOFTWARE TOOLS.

TAKING AND EDITING PHOTOGRAPHS.

USING A BASIC RANGE OF TOOLS WITHIN GRAPHIC EDITING SOFTWARE.

PROGRAMMING A BEE-BOT/BLUE-BOT TO FOLLOW A PLANNED ROUTE.

LEARNING TO DEBUG INSTRUCTIONS WHEN THINGS GO WRONG.

DEVELOPING A HOW TO VIDEO TO EXPLAIN HOW THE BEE-BOT/BLUE-BOT WORKS.

LEARNING TO DEBUG AN ALGORITHM AN UNPLUGGED SCENARIO.

EYFS UNDERSTANDING THE WORLD PROGRESS MODEL

SCIENCE LINKS

I can investigate materials

I can explore collections of materials with similar and/or different properties

I can identify and name everyday materials- wood, plastic, glass and metal

I can talk about the similarities and differences between materials- hard/soft, bumpy/smooth, shiny/ not shiny

I can begin to understand why certain materials are better to use for different things- waterproof

I can identify and sort different materials based on their properties and the results from experiments- hard/soft, rough/smooth, shiny/ not shiny, float/sinks

I know about the human body

I can name my back, neck, elbows, shoulders, knees, hands, feet,

I can name my 5 senses- sight, hear, smell, touch, taste and explain what they are used for

I can talk about the weather and four seasons

I can name the four seasons of the year- Autumn, Spring, Summer and Winter

I can talk about seasonal changes for each season- weather, animals, plants and trees, clothing

I can order the four seasons

I can compare and contrast the four seasons

I know about animals, insects and sea creatures

I can recognise and name a wider range of animals, insects and sea creatures

I can identify and say the name of baby animals- pig, cow, duck, chicken, horse, dog and cat.

I can talk about the different habitats that animals, insects and sea creatures live in

I can talk about the life cycle of a chick/ duck and butterfly

I know about plants

I know that a plant is a living thing and I can say what a plant needs to survive- water, light, food

I can name parts of a plant

I can talk about the lifecycle of a sunflower

I know about Space

I know that the world is a planet

I know that the world has one moon

I know that there are other planets in our solar system and name some

I know that there is no gravity on the moon

I can explore cause and effect

I can 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.

I can investigate push and pull

I am beginning to understand how magnets work and use investigate which materials are magnetic and non-magnetic

I am beginning to understand that gravity is a force that pulls us toward the Earth

Key

= F1

= F2

KS1 LINKS

IDENTIFY AND NAME A VARIETY OF EVERYDAY MATERIALS, INCLUDING WOOD, PLASTIC, GLASS, METAL, WATER, AND ROCK.

DESCRIBE THE SIMPLE PHYSICAL PROPERTIES OF A VARIETY OF EVERYDAY MATERIALS

IDENTIFY, NAME, DRAW AND LABEL THE BASIC PARTS OF THE HUMAN BODY AND SAY WHICH PART OF THE BODY IS ASSOCIATED WITH EACH SENSE

OBSERVE AND DESCRIBE WEATHER ASSOCIATED WITH THE SEASONS AND HOW DAY LENGTH VARIES.

OBSERVE CHANGES ACROSS THE FOUR SEASONS.

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.

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)