



**Understanding the World Term Progression Overview**

**Check Point 1 – October (Baseline)**

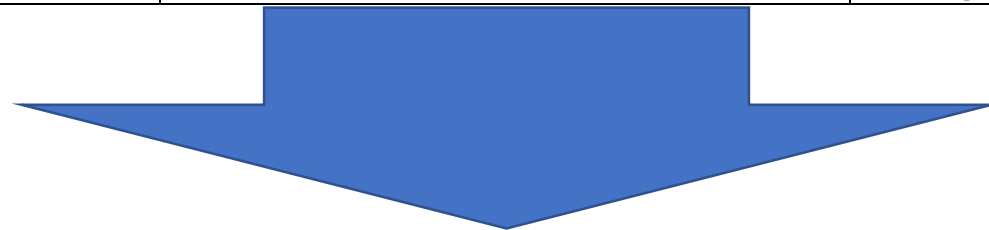
**Check Point 2- December**

**Check Point 3- March**

**Check Point 4- May**

**Check Point 5 ELG - June**

Past and Present	People, Culture and Communities	The Natural World
<p align="center"><b>Pre School On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>➤ Recognises and describes special times or events for family or friends</li> <li>➤ Asks questions about their family and where they live</li> <li>➤ Talks about significant events in their own experience</li> <li>➤ Shows awareness of time (e.g. stating ‘next it’s lunchtime’.)</li> <li>➤ Talks about how things are changing within a season (e.g. ‘It’s colder’)</li> <li>➤ Talks about how they have changed (e.g. ‘My top is too small... I’ve got bigger.’)</li> </ul>	<p align="center"><b>Preschool On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>➤ Joins in with family customs and routines</li> <li>➤ Shows interest in the lives of people who are familiar to them</li> <li>➤ Begins to make sense of their own life and family history and beliefs.</li> <li>➤ Knows some of the things that make them unique</li> <li>➤ Shows interest in occupations and ways of life</li> <li>➤ Understands that Christmas and Easter are celebrations</li> <li>➤ Understands that not everybody celebrates Christmas and Easter</li> <li>➤ Make imaginative and complex ‘Small Worlds’ with blocks and construction, such as a city with different buildings and parks</li> <li>➤ Develops positive attitudes about differences between people</li> <li>➤ Can talk about some of the similarities and differences in relation to friends and family</li> <li>➤ Knows that other children do not always enjoy the same things as them and are sensitive to this</li> </ul>	<p align="center"><b>Pre School On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>➤ Comments about aspects of their familiar world, such as the place they live or the natural world</li> <li>➤ Talks about features they like and dislike in their environment</li> <li>➤ Know we live in England</li> <li>➤ Talks about why and how</li> <li>➤ Knows that there are different countries in the world</li> <li>➤ Explores growth, decay and change over time</li> <li>➤ Begins to understand the need to respect and care for the natural environment and living things</li> <li>➤ Talk about the differences between materials and the changes they notice (ice, cooking)</li> <li>➤ Explores different forces and how things work (e.g. pulling and pushing, stretching, snapping, displacing water when pushing things into it)</li> <li>➤ Begin to understand the effect their behaviour can have on the environment</li> <li>➤ Asks questions about what they have observed</li> <li>➤ Understands the key features of the life cycle of a butterfly</li> <li>➤ Knows how to look after a planted seed so that it can grow</li> </ul>



**On Track Check Point 2**

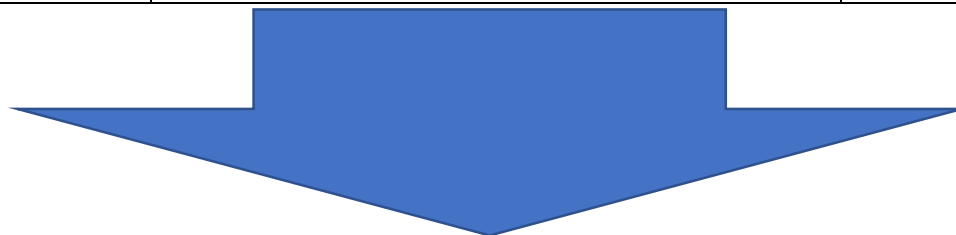
- Describes who is in their family and discusses similarities, differences and changes (e.g. notices changes such as a new haircut or something they could not do before that they now can, food they like but others may not).
- Discusses different occupations of family members
- Can sequence family members by size and name (e.g. baby, child, adult)
- Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer)
- Can talk about upcoming events in their life
- Knows they have grown from a baby into a child and that they will get older
- Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown)
- Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then
- Understands times of the day go in order and repeat every day (e.g. morning is before lunch time)
- Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations
- Talks about how some people in the past have shaped today (e.g. Guy Fawkes)

**On Track Check Point 2**

- Can say they live in Southampton
- Describes what they see, feel and hear when outside
- Understands that maps show where places are
- Can interpret a simple map of the classroom
- Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. They realise that this makes us all unique and interesting.
- If have family they visit abroad, or if they have been abroad recently, they talk about their experiences
- Understands that the word 'Religion' means a belief in God or Gods
- Understands that some places are special to members of the community
- Can identify some Christian symbols
- If they attend a place of worship, can they talk about when and why they go
- Understands why Christmas is celebrated and important to Christians
- Can retell the Christmas story
- Realise that while most people in England celebrate Christmas, not all countries do
- Knows where they live and the type of building they live in (e.g. flat, bungalow)
- Knows that every home has its own address
- Knows that there are different countries in the world
- Can talk about how people live in Lapland

**On Track Check Point 2**

- Explores collections of materials, identifying similar and different properties
- Can name their five senses
- Can answer questions about what they have observed
- Can talk about the environment around them
- Can talk about 4 different environments around the world – discussing similarities and differences
- Can talk about the environment in Lapland
- Can describe how the natural environment in Lapland is different to ours.
- Explores the natural environment around them
- Talks about changes that happen in the natural environment during Autumn and Winter
- Can talk about how and why ice is formed
- Observes and discusses natural processes such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water
- Makes observations about how things are different at night compared to during the day (flowers close up, animals, light, etc.)
- Talks about how we can be safe in the dark



**On Track Check Point 3**

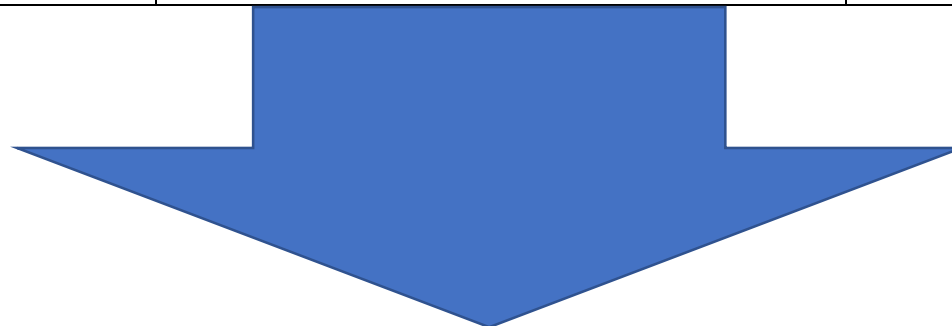
- Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).
- Knows there are seasons that repeat and go in order
- Knows there are 7 days in a week and the names and order of these
- Uses words such as baby, toddler, child, teenager, adult and elderly to describe the age of people.
- Uses past tense with increasing accuracy

**On Track Check Point 3**

- Identifies features on a simple map (trees, house, river, mountain)
- Understands that signs and symbols can tell us about a place
- Understands that we are in the city of Southampton, which is part of the country England
- Can talk in detail about the celebration of Diwali
- Can talk in detail about Chinese New Year
- Understands why Christians celebrate Easter
- Understands a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another
- Can talk about other countries that are represented in our class (e.g. what they eat, wear, buildings)

**On Track Check Point 3**

- Knows most plants start growing from a seed or bulb
- Knows plants need water, warmth and light to grow and survive
- Finds out information about nocturnal animals and can share this, demonstrating their understanding.
- Looks carefully at plants, talking about what shapes and colours they can see.
- Knows names for baby animals and can match these to their adult.
- - Looks at animal key stages of development from birth to adult
- Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, mini-beasts)
- Can talk about how different animals live in different climates (e.g. huskies in Lapland)
- Knows there are seasons that repeat and go in order
- Talks about changes that happen in the natural environment during the Spring
- Looks at animal key stages of development from birth to adult
- Knows that the length of day and night changes depending on the season
- Can talk about underwater worlds and how these are habitats for different creatures depending on where they are in the world



<p style="text-align: center;"><b>On Track Check Point 4</b></p> <ul style="list-style-type: none"> <li>➤ Talks about a wider range of occupations</li> <li>➤ Can describe similarities and differences between occupations</li> <li>➤ Knows to call 999 in an emergency</li> <li>➤ Discusses how areas have changed from when older family members were young to now (e.g. roads, new houses, etc.)</li> <li>➤ Uses vocabulary past, present, future</li> <li>➤ Compare and contrast characters from stories, including figures from the past</li> </ul>	<p style="text-align: center;"><b>On Track Check Point 4</b></p> <ul style="list-style-type: none"> <li>➤ Can use local maps to locate objects/places they know</li> <li>➤ Can use a map to describe their journey to school</li> <li>➤ Uses basic geographical vocabulary to refer to physical and human features</li> <li>➤ Can draw and create their own maps using real objects and or pictures and symbols</li> <li>➤ Can use directional language to describe how to get to somewhere</li> <li>➤ Understands that Sikhism also has a special book, like Christianity.</li> <li>➤ Understands that Sikhs are not Christian and vice versa</li> <li>➤ Can find England on a world map</li> <li>➤ Can talk about differences in celebrations, buildings, food and clothing when comparing China, Lapland, India and England</li> </ul>	<p style="text-align: center;"><b>On Track Check Point 4</b></p> <ul style="list-style-type: none"> <li>➤ Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly</li> <li>➤ Knows a seed produces roots, to allow water to get into the plant, and shoots, to produce leaves to collect sunlight</li> <li>➤ Can use a range of equipment such as pipets and magnifying glasses</li> <li>➤ Can talk about different natural environments around the world that have specific characteristics such as deserts, forests, islands</li> <li>➤ Knows that the weather can be different in different countries</li> <li>➤ Expresses opinions on natural and built environments, using vocabulary such as 'busy', 'quiet', 'pollution'</li> <li>➤ Shows understanding of how humans can impact the environment (e.g. buildings, pollution) and what we can do to help.</li> <li>➤ Uses vocabulary past, present, future</li> <li>➤ Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun)</li> <li>➤ Knows there are 12 months in a year and the names and order of these.</li> <li>➤ Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time)</li> </ul>
<p style="text-align: center;"><b>Check Point 5 ELG:</b></p> <p>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.</p>	<p style="text-align: center;"><b>Check Point 5 ELG:</b></p> <p>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.</p>	<p style="text-align: center;"><b>Check Point 5 ELG:</b></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>