

Progression for understanding of the world

|                               | 2-3 's   | 3-4's pre school   | Entering reception  | ELG  |
|-------------------------------|--|--|---|--|
| <b>People and communities</b> | <ul style="list-style-type: none"> <li>In pretend play imitates actions and events from their family background.</li> <li>Children begin to make their own friends.</li> <li>Begin to see similarities and differences.</li> </ul> | <ul style="list-style-type: none"> <li>Children can recognise similarities and differences between themselves and others.</li> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Begins to talk about special times with family and friends.</li> </ul> | <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experiences.</li> <li>Remembers and describes special times and events.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make the unique and talk about similarities and differences in relation to friends and family.</li> <li>Enjoys joining in with family customs and routines.</li> </ul> | <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and the lives of family members.</li> <li>They know that children don't always enjoy the same things, and are sensitive to this.</li> <li>They know about similarities and differences between themselves and others.</li> <li>Children know about the past and present events in their own lives.</li> <li><b>Children will understand some reasons why people's lives were different in the past.</b></li> <li><b>They know different people like and dislike different things. They will also know that they are better at some things than others.</b></li> <li><b>They understand that people have different beliefs, attitudes and traditions and the need to respect this.</b></li> </ul> |
| <b>The world</b>              | <ul style="list-style-type: none"> <li>Explores different objects</li> <li>Remembers where things belong.</li> <li>Matches things to where they go.</li> <li>Enjoys playing with small world things.</li> </ul>                    | <ul style="list-style-type: none"> <li>Comments and asks questions about where they live and the natural world.</li> <li>Can talk about things they have observed.</li> <li>Begins to show care and concern for things in the environment.</li> </ul>                              | <ul style="list-style-type: none"> <li>Looks at similarities differences and change.</li> </ul>   | <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>They talk about their environment and how it is different from others.</li> <li>They make observations of animals and plants and explain why some</li> </ul>   |



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|                          | <ul style="list-style-type: none"> <li>• Notices details of objects in their environment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Begin to develop and understanding of growth, decay, and changes over time.</li> </ul>   |   | <p>things occur and talk about changes.</p> <ul style="list-style-type: none"> <li>• Children will be exposed to and begin to understand simple scientific concepts. Including floating and skink etc.</li> <li>• <b>Children will know that the environment and living things are influenced by human activity</b></li> <li>• <b>They can describe what people do in the environment to maintain the area they live in.</b></li> <li>• <b>They will begin to describe the properties of materials and their uses.</b></li> </ul> |
| <p><b>Technology</b></p> | <ul style="list-style-type: none"> <li>• Shows an interest with toys that have buttons, flaps and begin to learn how to operate them. Begin to show interest in turning on and off equipment</li> <li>• Operates mechanical toys. Wind up and pull along toys.</li> <li>• Knows how to operate simple equipment.</li> <li>• Shows an interest in real life technological objects and toys.</li> </ul> | <ul style="list-style-type: none"> <li>• Shows skill in making toys by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows information can be retrieved from computers.</li> <li>• Completes a simple programme on a computer.</li> <li>• Interacts with age appropriate software.</li> </ul> | <ul style="list-style-type: none"> <li>• Interacts with age appropriate software.</li> <li>• Recognises that a range of technology is used in places such as home and school.</li> <li>• They can select and use technology for a purpose.</li> </ul> | <ul style="list-style-type: none"> <li>• Children find out about and use a range of technology.</li> <li>• They select appropriate applications that support and identified need for example recording a special event.</li> </ul>  |