



	Expectations for Nursery				Expectations for Reception				Links to KS1 Curriculum
Scientific Links.	Explore collections of materials, identifying similar and different properties.	Explore how materials can change from one state to another e.g. cooking, melting.	Explore how different materials sink and float.	Investigate shadows.	Explores the natural world around them.	Makes observations through drawing pictures of the natural world, including animals and plants.	Name and describe some plants and animals.	Talk about differences between materials and changes they notice.	Explores the world around them, asking how and why questions.
					Observes and interacts with natural processes e.g. light travelling through transparent material.				
	Uses senses in hands exploration	Can name their 5 senses.	Talks about what they see.		Can name their 5 senses.	Explains what their five senses are.	Describes what they see, hear and feel outside.		Decides how to sort and classify objects
	Explores how things work.	Explores equipment and talks about forces (push and pull)			Explores and talks about forces (push and pull)	Explores non-contact forces (gravity and magnetism)			Notifies links between cause and effect (speed, shape, direction and magnetism)
	Understands that the weather changes and that in different countries you have different weather.	Can identify what you need to wear for each season and why.			Able to identify the weather and record it.	Names and orders seasons.	Make links to the weather and the seasonal features.	Understand the effect of seasons on the natural world, discussing when and how things grow.	Identify seasonal weather patterns
	Understands the difference between plants and animals.	Plants seeds and cares for growing plants with support.	Can explain the life cycle of a daffodil or butterfly.	Care for animals e.g. caterpillars and show respect for living things	Can say what plants need to survive.	Can talk about different life cycles.		Understands the need to respect and care for the natural environment and all living things.	Observe the natural and humanly constructed world around them.
Vocabulary	Gather new vocabulary related to exploration and use the vocabulary in explanations and investigations.								
Knowledge to be taught	New life-plants and growth, including how we care for them. Animals and their young-where different animals live and how we care for them. Floating and sinking, sorting by material and magnetism.								



Key Learning linked to the Natural World- working scientifically.

Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.	Equipment and measures - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).
Describe - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.	Compare/sort/group/identify/classify: notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.
Record - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks.	Test - make suggestions, show resilience, work with others.
Questioning - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.	Vocabulary - use simple vocabulary to name and describe objects, materials, living things and environments.
Explain - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.	
Research - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).	

UTW Progression model for knowledge and skills



	Minimum expectations for Nursery			Minimum Expectations for Reception			Links to KS1 Curriculum
Links to R.E	Able to say their peers names correctly.	Comments on recent experiences in their own life e.g. "This is me at the park."	Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Christmas."	Comments on recent pictures of celebrations in their own life e.g. "This was me at my brother's Christening."	Comments on images of familiar experiences (holidays, going to the dentist).	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas).	Describe memories that have happened in their own lives.
	Able to identify a special place for them and identifies that not everyone's special place is the same.			Can name different religious buildings- church, mosque, gurdwara.	Knows why religious places are special and who goes there.	Visit a place of worship.	Can recognise, name and describe religious places.
	Talk about differences in appearance, skin colour and hair type in a positive way.	Talk about the similarities between different families and communities.	Developing positive attitudes about differences between people.	Developing positive attitudes about differences between people.	Can say what others celebrate and begin to explain.	Engage with religious and cultural practices at appropriate times of the year.	Describes the main beliefs of a religion. Describes the main festivals of a religion.
Vocabulary	Build a rich bank of vocabulary to describe own lives and lives of others.						
Knowledge to be taught	Following the Lancashire Agreed syllabus for R.E.-Focus special times, special stories and special places.						



Key Learning linked to People, Culture and Communities

Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.

Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.

Observe – look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world.

Describe – culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.

Compare - recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.

Research – show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives.

Vocabulary – language of tolerance, respect and co-operation.

model for knowledge and skills



	Minimum expectations for Nursery		Minimum Expectations for Reception			Links to KS1 Curriculum
Geography Links	Know what a map is used for.	Identifies on a simple map (trees, house, river, mountain)	Identifies on a simple map (trees, house, river, mountain)	Can use maps to locate objects in real life.	Draw simple maps of their immediate environment or maps from imaginary story settings they are familiar with.	Use basic geographical vocabulary to refer to physical and human features
	Knows that we live in Oswaldtwistle which is in England.	Knows that there are different countries in the world. Share any of their experiences of visiting places on holiday or places they have seen in photos.	Can recall their address and knows that Oswaldtwistle is in Lancashire which is part of England.	Knows that 4 countries make up the UK and can name at least 1 other country	Can name the 4 countries of the UK and at least 2 other countries.	Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country.
	Knows where they live (house, flat, bungalow)	Can explain features of other homes.	Knows that different countries have different homes	Can identify similarities and differences between homes in our country	Can identify similarities and differences between homes in other countries.	
	Can articulate what daily life is like in our country	Explains how life may be different for other children.	Explains how life may be different for other children.	Makes comparisons between life for children in different countries.		
	Talk about what they see in their own environment (school/home) using a wide vocabulary	Talk about local environments (their road, the park, Foxhill Bank, Union Road).	Talk about local environments (their road, the park, Foxhill Bank, Union Road).	Recognises some environments are different to the one in which they live.	Use pictures to compare and contrast environments around the world	Observe the natural and humanly constructed world around them.
Vocabulary	Build vocabulary needed to name specific features of the natural world, both natural and man-made.					
Knowledge to be taught	Houses and homes-different houses and homes around the world. Environments- farms, towns, cities, rural areas, seaside, north/south pole.					



Key Learning in Geographical Development

Communication - talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.
Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non-fiction texts, stories, maps, visits, visitors, etc.
Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.
Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.
Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.

UTW Progression model for knowledge and skills



	Minimum expectations for Nursery			Minimum Expectations for Reception				Links to KS1 Curriculum
Historical Links.	Able to say who they are and who they live with.	Can talk about any pets that they might have	Can briefly talk about some members of their family.	Can talk about past and upcoming events with their immediate family.		Can talk about members of immediate family in more detail	Can discuss similarities and differences between people in their family.	Understands that there are differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.
	Shows an interest in different occupations (police, fire officer, nurse)	Can use vocabulary linked to occupations (artist, chef) and use it in their talk and play.	Talks about wider range of occupations (author, farmer, plumber,).	Is able to discuss different occupations of family members.		Can identify emergency situations and knows who to call.	Can identify similarities and differences between jobs.	
	Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members, explaining who they are and the key differences between what they can/cannot do.	Visiting a local area that has historical importance	
	Comments on fictional characters in stories.	Comments on historical figures or objects in non-fiction texts.	Shares likes and dislikes.	Shares some similarities between characters, figures or objects.	Compare and contrast characters from stories, sharing similarities	Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.	Uses stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences	Uses stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences

					and differences.		between past and present.	between past and present.
Vocabulary	Build up new vocabulary related to occupations, artefacts, and figures/people from the past, language of time.							
Knowledge to be taught	Body- growth. Toys/ transport- comparing present and past. Occupations- people in the community. Dinosaurs- where are they now?							

Key Learning in Historical Development



Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.
Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.
Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.
Recall – talk to others about what they know about a key person, character, event from the past.
Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.
Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

What an EYFS historian needs to understand by the end of EYFS at Moor End?

What we aim for them to understand.	What we aim for them to know.	Examples of being a historian in practice.
That time passes in sequential order.	- The times of the day go in order and repeat every day. - Days of the week that repeat and go in order. - Seasons that repeat and go in order.	- Being able to talk about their daily routines/weekly activities. - Start to show awareness of time during the day e.g. stating it is dinner time next. - Commentating and noticing on what happens in each season.
That there are key words/vocabulary related to the passage of time.	- Know the past tense of verbs. - Know before and after as a concept - Ordering language such as first, next, after that, in the end.	- Use past tense in their speech with increasing accuracy. - Sequence stories/events.
That the passage of time changes for us all.	- Stages of human growth from baby to elderly. - Things are the same/different. - Living things do not stay the same over time.	- Notice changes e.g. new haircut, grasped a new skill in themselves/friends/parents. - Able to compare and say what is the same/different about something. - Able to notice and celebrate new things e.g. I can now read words but at the start of Reception I couldn't
The passage of time changes the world around us.	- Notice that things in nature change with time. - Know the seasons and key changes to nature in each season. - Know names for baby animals - Know organic things decay overtime. - Know that the plants/chicks/tadpoles/caterpillars change grow and change over time.	- Collect evidence of changing seasons e.g. coloured leaves, ice. - Compare the evidence of key structures over time e.g. change in school/classroom, Union road buildings. - Sequence a life cycle/stages of growth of plants/animals e.g. sunflower, butterfly.
We need to change what we do/wear in response to the passage of time.	- Weather changes according to the seasons. - We need to dress appropriately to keep ourselves safe and comfortable.	- Comment on how what we wear changes with the seasons. - Develop self-care routines, choosing appropriate clothes.

		To explain why we wear hats in Winter and sun-cream in Summer.
That events and celebrations take place at specific points of the year.	- People in our community celebrate special days. - Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays).	- Share what might happen on special days e.g. opening presents at Christmas. - Join in celebrations and recall what happened last year on the same day e.g. birthday.