# KPS Progression of Skills

## *Understanding the World Curriculum Reception*

| | | Check point 1 (Autumn) | Check point 2 (Spring) | Check point 3 (Summer) | ELG |
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| **History** | ***Intent***<br><br>**Chronology**<br><br>**Application of Knowledge**<br><br>**Historical Enquiry** | Describe a past event in their life and use the correct tense.<br><br>Encourage children to share pictures of their family and listen to what they say about the pictures.<br><br>To talk about the past and upcoming events with their family.<br><br>Plan an activity to happen in the future using the correct tense.<br><br>To know and order the days of the week | Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.<br><br>Compare and contrast characters and events in stories such as The tiger who came to Tea.<br><br>Recognise that some stories happened a long time ago<br><br>Talk about people's roles in society such as police, nurses, vets, fire service, shop workers and teachers, drawing on their own experiences. | To be able to compare and contrast objects, photographs between the past and present day e.g school, transport, toys, pastimes.<br><br>Know that our local area does not stay the same over time.<br><br>To create a simple timeline of an event.<br><br>To begin to know the months of the year | Talk about the lives of the people around them and their roles in society.<br><br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br><br>Understand the past through settings, characters and events encountered in books read in class and storytelling. |

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| | **Vocab** | Ask, look, same, different, Myself family, today, yesterday, tomorrow, next, then, after, now, week, events, days | Community, Local, Jobs, Roles, Old, new, now, then, time, day, When, remember, different, compare | Photographs, History, Change, Compare, Similar, Different order, months, year | |
| | **Implementation** | Name, describe and talk about people who are familiar to them in more detail.<br><br>Acts out a range of familiar roles during imaginative play and uses language that they have learned. | Acts out a range of different roles during role play and uses language that they have learned.<br><br>Explore a variety of occupations through different areas of provision | Make comments on pictures of familiar situations in the past e.g. transport, toys, schools and local area | |
| | ***Text Book bank***<br>The Tiger who came to tea- Judith Kerr Alfie gets the blame/Dogger- Shirley Hughes All about families- Felicity Brookes My Two Grannies- Floela Benjamin Little Leaders series- Vashti Harrison Wild About History- Miles Kelly Real Superheroes- Judith Seal | | | | |
| | ***Enrichment:*** ***Different Occupation role play (tackling stereotypes), home corner, continuous provision, range of historical books, Historical toys, photos, VR Headsets, artefacts, Workshops*** | | | | |
| ***Geograp*** | ***Intent*** | Explore and make observations of the | To know some environments that are different to the one in which they live. | Describe their local area i.e. rowntree park, postbox, | Knows some similarities and differences between |

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| ***hy*** | | natural world around them in their immediate environment e.g. school grounds, forest school area.<br><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | 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.<br><br>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, photos and maps. | chocolate works, where they live.<br><br>To read and understand a simple map of their local area including our school.<br><br>To create a simple map and add features e.g. park, church, Co-op, school.<br><br>Describe a familiar route using appropriate vocabulary .<br><br>Plan a simple route using appropriate vocabulary.<br><br>Identify basic symbols on a simple map.<br><br>Describe their local area i.e. rowntree park, postbox, chocolate works, where they live. | the natural world around them and contrasting environments, drawing on their experience of what has been read in class. |
| | ***Vocab*** | School buildings local area Forest School | Similar different map world country weather landscape climate wildlife house lake sea | Map walk route symbols landmarks describe identify Near far next to close behind maps | |

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| | ***Implementation*** | Create buildings in play that are familiar to them.<br><br>Talk about places in our school | | Small world and construction play using local landmarks, | |
| | ***Texts -*** We're going on a Bear Hunt- Michael Rosen and Helen Oxenbury Window.- Jeanne Baker The Bear in the Cave. - Michael Rosen and Adrian Reynolds Oi Get off our Train.- J Burningham Here we Are- O Jeffers | | | | |
| | ***Enrichment: Maps, local landmarks in AOP, Local area walk, VR Headsets, Trips e.g. Lotherton Hall*** | | | | |
| ***RE*** | ***Intent*** | Know what happens at **Christmas**, and why.<br><br>Know what a special place for Christians is.<br><br>Listen to and retell key features from stories from different traditions e.g Hanukkah.<br><br>To know that Christians have a sacred text. | Listen to some stories and retell key features from Muslim traditions.<br><br>Know the name given to a follower of the Islamic faith.<br><br>Begin to build an awareness of some special artifacts for Muslims.<br><br>Recognise different festivals and celebrations e.g. Holi, Eid.<br><br>Name a special celebration for Muslims.<br><br>Name the sacred place for Muslim worship. | Know how Jesus was a good friend to others.<br><br>Know who is special to Christians and why.<br><br>Find out about different places of worship. | Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. |
| | ***Vocab*** | *Christianity Christmas* | *Muslim Islam Mosque Eid* | *Mandir Church Mosque* | |

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| | | *Nativity Jesus Bethlehem God Church Celebration Advent Respect Tolerance* | *Ramadan Prayer Mat Mecca Quran Sacred Respect tolerance Allah* | *Temple Jesus Worship* | |
| | ***Key Texts:*** ***Usborne Children's bible The best Diwali ever - Sonali Shah Ramadan - Hannah Elliot Busy Eid - Campbell First Festivals, Hanukkah - Ladybird books Jesus' Grumpy Christmas- Nicholas Allen The Christmas Story*** | | | | |
| | ***Enrichment:*** ***Carol Concert, Church visit, Mosque visit, Imam/Priest invited into school, YOYO annual visit, access to range of artefact*** | | | | |
| ***Science*** | ***Intent*** | Describe and comment on what they feel, see. hear and smell when exploring natural materials both indoors and outdoors.<br><br>Knows and understands the effect of changing seasons on the natural world around them.<br><br>Understands the need to respect and care for all living things.<br><br>Explain the four seasons and the signs that | Knows how their immediate environment differs from that of others that we have learnt about.<br><br>Knows how to plant seeds and care for plants with increasing independence.<br><br>Observe and comment on the metamorphosis/life cycle of a living thing.<br><br>To be able to answer how and why questions about their experiences<br><br>To explain the steps needed | Knows about how they can look after our world such as recycling and turning lights off.<br><br>Talks about, compares and contrasts the differences between materials and their properties.<br><br>Find ways to solve problems and test their ideas.<br><br>Knows about how they can look after our world such as recycling and turning lights off.<br><br>To recycle in class and explain | Explore the natural world around them, making observations and drawing pictures of animals and plants.<br><br>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.<br><br>Understand some important processes |

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| | | precede them.<br><br>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br><br>To explain the ways in which we can care for all living things and the environment (Forest school rules) | for a seed to grow and to implement these by growing their own.<br><br>To represent a life cycle through different means.<br><br>To spot differences and similarities between our environment and others that we have learned about (including wildlife etc) | composting and why it is important.<br><br>To take part in experiments, make predictions and test their ideas in groups.<br><br>Explore different materials and discuss/explain their differences using appropriate vocabulary. | and changes in the natural world around them, including the seasons and changing states of matter. |
| | ***Vocab*** | Season Nature Autumn Winter Spring Senses Observe Change Alive unwell eyes nose ears hands mouth taste touch smell hear sight | Change transform metamorphosis life cycle natural world seed grow living things | Test Compare Contrast Differences Properties Predict Examine absorb bumpy dry floating frozen ice material melting wet reflection sinking smooth symmetry texture waterproof | |
| | ***Key Texts: Pip and Egg - Alex Latimer & David Litchfield Tad - Benji Davies Rosa Explores life Cycles -*** | | | | |

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| | ***Jessica Spanyol The Leaf Thief - Alice Hemming & Nicola Slater Rosa's Big Boat Experiment Jessica Spanyol*** |
| | ***Enrichment:*** Forest School Sessions throughout the year, Experiments, Gardening, Growing their own fruit and veg, |