



EYFS Progression Documents – Nursery and Reception

Understanding the World

Long Row Primary and Nursery School
Inspire, Respect, Belong

Nursery	The children will learn to ...	The adults will support children by ...
Autumn Term	Talk about what they see. Use their senses through hands on exploration. Explore collections of items – natural and manmade. Begin to make sense of their own ‘story’ – their family and history e.g. baby to child (now) to adult (grown up) etc. Notice differences between people in a positive manner. Notice signs of Autumn and Winter and how this is different to Summer. Understand that Christmas looks different in different cultures and communities (different ways to do things). Take part in festivals their family celebrate and begin to understand what this means for them. Find out about Christmas and why we celebrate this festival.	Supporting acceptance and celebrating differences – positive images of all people from diverse backgrounds. Inspiring Interest in the natural environment so children can explore freely outdoors. Provide collections of objects to use in provision (bark, leaves, seeds, rocks, shells, pebbles). Providing magnifying glasses and collecting pots for investigation work. Encouraging talk about what the children can see. I notice, I think, I wonder ...? Ask lots of questions! Spending time talking with the children about family photos and memories. Spending time discussing different celebrations and festivals Reading the Christian Christmas story and comparing how we do things in our homes. Enjoying learning lots of Christmas songs to sing to our adults!
Spring Term	Show an interest in different occupations – families, friends, important people in our local community and other important people in their lives. Notice and talk about the changes in the seasons/weather – changes in state. Know that the world is made up of lots of different ‘places’ called countries. Begin exploring simple forces. Recognise differences between themselves and others and be sensitive and respectful to these. Know that animals belong to different groups. Understand that humans and animals grow and change. Begin to understand the need to respect and care for the natural environment and all living things.	As above and... Inviting people in with different occupations – this could be virtual as well! Provide props in role play to link to different occupations. Noticing, asking questions and showing inquisitiveness about the changing seasons – read stories and talk about changes happening around us. Explore the natural world using outdoor learning area and Forest School. Holiday photos or postcards from different places in the UK and abroad. Providing a broad range of small world play – farm animals, jungle animals, adult and baby animals, people & vehicles etc. Following the interests of the children – giving value to their ideas.

Summer Term	Talk about differences between materials and changes they notice. Continue making observations of plants and animals. How to grow plants and understand how to look after them so they are healthy. Understand the importance of oral health and how to look after their teeth. Continue exploring and investigating simple forces. Recognise their own past – from the start of nursery to the end when they are preparing for school (Reception).	<i>As above and...</i> Planting seeds and bulbs to show growth and decay. Having chick eggs or caterpillars to explore life cycles (whole school resource linked to science). A visit from a dentist/hygienist/dental nurse to promote good teeth brushing and oral care. Books about 'teeth' to share ideas - Healthy smiles! Let's brush our teeth & Topsy and Tim books etc. Providing water play – explore what happens when you push a boat down (forces) Explore forces using elastic, twigs, metal spoon, sponges & dough etc. Watch ice cubes melt & combine ingredients for cooking (changes in state). Have books celebrating diversity – differences between themselves and their friends. Celebrate and value different cultures and religions. Following the interests of the children – giving value to their ideas.
--------------------	---	---

Reception	The children will learn to ...	The adults will support children by ...
Autumn Term	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Comment on images of familiar places in the past and discuss how they've changed or remained the same. Recognise that people have different beliefs and celebrate special times in different ways. Begin to show sensitivity towards differing beliefs. Explore how Christmas 'looks' in different cultures and communities; compare to their own celebration and tradition of Christmas. Comment on images of familiar situations in the past. Explore the natural world around them - describe what they see, hear and feel whilst outside.	<i>As above and...</i> Making time to talk to the children about their families and homes. Sharing information about our own families. Showing that there are lots of different families – diverse range of books. Getting to know our children and their families really well and bring elements of home lives and cultures into the classroom. Visiting the local area with historical interest e.g. The River Gardens, Long Row and Belper Mill (outside). Looking at past and present pictures taken of Belper over the years. Allowing children to explore their own past – themselves as babies & toddlers. Explaining Remembrance Day and the significance to our country. Continuing to explore the Christmas Story and its place in history. Providing children with frequent times to explore indoors and outdoors. Allowing time for the children to touch, smell and hear the natural world around them – outdoor provision, local walks & Forest School. Using magnifying glasses in provision – indoors and outdoors. Following the interests of the children – giving value to their ideas.

Spring Term	Recognise that they belong to different communities and social groups. Draw information from a simple map. Create their own simple maps. Recognise that some environments are different to the one in which they live – climate, town, big city, country/ or coastal. Recognise some similarities and differences between life in this country and life in other countries. Recognise some similarities and differences between life in Belper town and life in a coastal town (familiar seaside resort). Explore the natural world around them and describe the different features and changes that occur	<i>As above and...</i> Drawing attention to immediate environment – walk in the local area and map their route. Looking at aerial view of local setting and simple maps of familiar places to explore. Use maps for imaginary stories. Talking about those in the community they will know and have come across - Police, Fire Service, teachers, doctors, nurses, farmers, vets, religious leaders, hairdressers, delivery drivers, post people & shopkeepers etc. Observing and interacting with natural processes – ice melting, chocolate melting/solid, sound causing a vibration, light travelling through transparent material, shadows, magnets & floating and sinking. Cooking, baking, making dough (changes in state). Following the interests of the children – giving value to their ideas.
Summer Term	Compare and contrast characters from stories, nursery rhymes and animations, including figures from the past. Describe what they see, hear and feel outside. Understand that some places are special to members of the community. Recognise places that are special to them and their family. Understand the effect of the changing seasons on the natural world around them. Continue to explore the natural world around them and describe the different features and changes that occur	<i>As above and...</i> Share stories of historical times and traditional tales from differing cultures. Naming and explaining local places of worship and their importance to faith believers. Taking children to the local church & other religious places of worship Inviting local clergy and representatives to school – assemblies. Looking at contrasting settings from around the world linking to the children's own experiences. Encouraging focused observation of the natural world. Naming and describing some plants and animals. Drawing and observing animals and plants. Noticing and recording weather changes and what this means. Looking at how the seasons affect plants and animals. Following the interests of the children – giving value to their ideas.

	Statutory ELG: People, Culture and Communities Children at the expected level of development will: 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. Statutory ELG: Past and Present Children at the expected level of development will: 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. Statutory ELG: The Natural World Children at the expected level of development will: 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.
	Educational Programme: Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.