

Area of Learning: Understanding the world					
Statement: Past and present					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<ul style="list-style-type: none"> ● Begin to make sense of their own life-story and family's history. ● Show interest in different occupations. ● Talk about what they see 	<ul style="list-style-type: none"> ● Be able to identify people who help us and their role. ● Be able to talk about changes in their lives. ● Be able to talk about past events in their lives e.g. news/ festivals. ● Be able to sequence simple daily events e.g. getting ready for school. 	<ul style="list-style-type: none"> ● Engage in stories about past and present key events. E.g. Christmas/ Guy Fawkes. ● Talk about significant past and present characters and events using new vocabulary. ● Begin to identify people in their lives that are special to them. 	<ul style="list-style-type: none"> ● Talk about the lives of the people around them and their roles in society (people who help us) using a wider vocabulary. ● To compare past and present experiences in the world around us. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Talk more about the lives of the people around them and their wider roles in society; ● Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ● Continue to develop their understanding of the past through settings, characters and events encountered in books read in

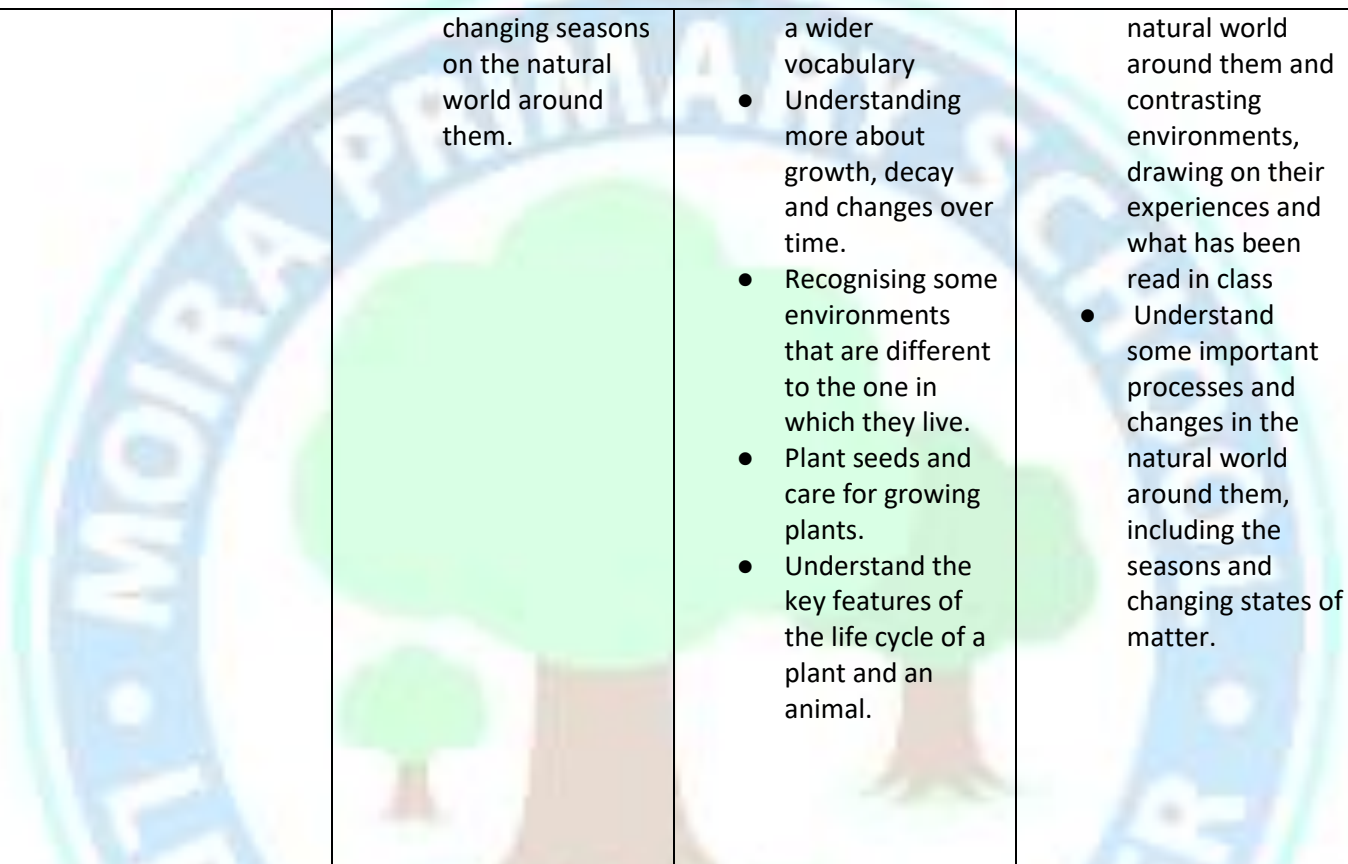
					class and storytelling
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Area of Learning: Understanding the world					
Statement: People, culture and experiences					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<ul style="list-style-type: none"> • Show interest in different occupations. • Begin to show positive attitudes about the differences between people. • Talk about what they see around them. • Begin to make sense of their own life story and their family's history. 	<ul style="list-style-type: none"> • Show increased interested in the lives of people who are familiar to them. • Begin to understand that not all people celebrate the same things as them. • Talk about people that are helpful to them, both from within their family and outside their family. 	<ul style="list-style-type: none"> • Have a greater understanding about why certain events are being celebrated. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Drawing information from a simple map. • Recognising some similarities and differences between life in this country and life in other countries. • Recognising that people have different beliefs and celebrate special times in different ways. • Starting to show an interest in different occupations and ways of life. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Continue to further describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain 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.	countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Area of Learning: Understanding the world					
Statement: The natural world					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties. • Talk about what they see • Begin to understand the 	<ul style="list-style-type: none"> • Talking about some of the things they have observed such as plants, animals, natural and found objects using new vocabulary. • Exploring the natural world around them, for example: using tools 	<ul style="list-style-type: none"> • Identifying features of living things, such as animals with legs or those with wings. • Beginning to use wider vocabulary when describing what they see, hear and feel whilst outside • Understanding the effect of 	<ul style="list-style-type: none"> • Asking questions about their familiar world. E.g. their home • Asking questions about some of the things they have observed, such as plants and animals. • Talking about why things happen and how things work using 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the 	Reception children will begin to: <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants more independently

<p>need to respect and care for the natural environment and all living things.</p>		<p>changing seasons on the natural world around them.</p>	<p>a wider vocabulary</p> <ul style="list-style-type: none"> • Understanding more about growth, decay and changes over time. • Recognising some environments that are different to the one in which they live. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<p>natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Know some and be able to discuss similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Further understand important processes and changes in the natural world around them, including the seasons and changing states of matter.
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