



## **NURSERY Curriculum Progression**

### **UNDERSTANDING THE WORLD**

**Nursery Understanding the World** experiences taken from **Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage**

#### **Birth to Three**

##### **Laying the Foundations for GEOGRAPHY:**

- Explore and respond to different natural phenomena in their setting and on trips.

##### **Laying the Foundations for HISTORY:**

- Begin to make sense of their own life-story and family's history.

##### **Laying the Foundation for SCIENCE:**

- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.

#### **Three to Four years**

##### **Laying the Foundations for GEOGRAPHY:**

- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

##### **Laying the Foundations for HISTORY:**

- Begin to make sense of their own life-story and family's history.
- Continue to develop positive attitudes about the differences between people.
- Begin to talk about how I have changed in my life
- Begin to understand that my parents and grandparents are old but were once young.

##### **Laying the Foundations for SCIENCE:**

- Explore how things work.
- 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, using a wide vocabulary.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

##### **Laying the Foundations for GEOGRAPHY:**

- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.



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- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

| AUTUMN  | SPRING   | SUMMER   |
|---|--|--|
| <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Autumn 1- ALL ABOUT ME</b></p> <ul style="list-style-type: none"> <li>• Investigation and familiarisation with EY and school environment – indoor and outdoor. Talk about what they see, using modeled vocabulary.</li> <li>• Introduce to school life and culture.</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>• Talk about school environment, using appropriate vocabulary</li> <li>• Learning of basic directions, up down, next to, besides, near, far.</li> <li>• Developing positive attitudes about the differences between people</li> </ul> | <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Spring 1 – TRADITIONAL STORIES</b></p> <ul style="list-style-type: none"> <li>• Explore a range of traditional stories, including those from different cultures, developing a positive attitude about the differences between people</li> <li>• Maps of the Gingerbread Man's journey (fictional and around the school)</li> </ul> <p><b>Spring 2 – JOURNEYS/EASTER</b></p> <ul style="list-style-type: none"> <li>• Journeys around the school / local area / train station</li> <li>• Explore different countries in the world</li> <li>• Holidays to different countries – exploring different countries and talk about the similarities/differences</li> <li>• Talk about places we like to go.</li> <li>• Use a map to highlight different places.</li> <li>• Make own passports.</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>• Talk about key features of a route / map</li> <li>• Learning of basic directions, up down, next to, besides, near, far.</li> <li>• Developing positive attitudes about the differences between people.</li> </ul> | <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Summer 1- MINIBEASTS /PENTECOST</b></p> <ul style="list-style-type: none"> <li>• Talk about different countries around the world – compare images</li> </ul> <p><b>Summer 2 – OCEAN TREASURES/OTHER FAITH</b></p> <ul style="list-style-type: none"> <li>• Collect information about where children have been or might go on holiday too.</li> <li>• Talk about how we get to these different places. Looking at different transport methods.</li> <li>• Talk about if these places are near or far away. Look at a different place around the world a week.</li> <li>• Pack clothes for different countries - hot, cold, skiing, swimming</li> <li>• Ongoing role play of packing and travelling</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b><br/>                     Know that there are different countries in the world and talk about the differences they have experienced or seen in photos:</p> <ul style="list-style-type: none"> <li>• To know we live in England.</li> <li>• Know we can visit different places and they look different to England.</li> <li>• Talk about how it is different in another country - warmer, sunnier, or colder and snowy.</li> <li>• Understand we travel to different places in different ways.</li> </ul> |
| <p><b>Vocabulary:</b><br/>                     Map, North, South, East, West, countryside, globe, symbols, features, aerial view, navigate, shops, church, railway station, Holiday, England, Address, UK, Abroad, Country, Train, Aeroplane, Carer, Near, Far, Visit</p>   |  |  |

### Laying the Foundations for HISTORY

- Begin to make sense of their own life-story and family's history.
- Continue to develop positive attitudes about the differences between people.
- Begin to talk about how I have changed in my life,
- Begin to understand that my parents and grandparents are old but were once young.



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## UNDERSTANDING THE WORLD

| AUTUMN  | SPRING  | SUMMER  |
|---|---|---|
| <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Autumn 1- ALL ABOUT ME</b></p> <ul style="list-style-type: none"> <li>Sequencing of a school day</li> <li>Life history – parents, grandparents – making sense of their own life story and family’s history</li> <li>Sequencing events from own life story. Talk about how they have changed in their life.</li> <li>Look at photos of our family and talk about who is in them.</li> <li>Look at themselves, create portraits, look at things that are the same and things that are different about themselves and their friends.</li> <li>Talk about things they have done and focus on these things being on the past.</li> </ul> <p><b>Autumn 2 – TOYS/JUDAISM/CHRISTMAS</b></p> <ul style="list-style-type: none"> <li>Look at pictures and physical toys - list the toys we like playing with.</li> <li>Look at toys they played with as a baby and how they have changed.</li> <li>Christmas story – then and now</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>Talk about the events of a school day, using appropriate vocabulary</li> <li>Seeks out others to shares experiences and recent events e.g. within the last few days Talk about who is in my family and know that not all families are the same. Begins to make sense of their own life-story and family’s history e.g. knowing Grandma is Mummy’s Mum.</li> <li>Know that my Grandparents and my parents are older than me but once they were little like meTalk about what toys babies play with.</li> <li>Know that I play with different toys to smaller children and why</li> <li>Talk about the differences between life at the first Christmas and now</li> </ul> | <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Spring 1 – TRADITIONAL STORIES</b></p> <ul style="list-style-type: none"> <li>Identify how settings, characters, objects from stories are similar/different to today</li> </ul> <p><b>Spring 2 – JOURNEYS/EASTER</b></p> <ul style="list-style-type: none"> <li>Compare old and new modes of transport</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>Talk about how settings, people and objects are the same/different from today.</li> <li>Talk about the transport people used to travel in the past and in the present</li> </ul> | <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Summer 2 – OCEAN TREASURES/OTHER FAITH</b></p> <ul style="list-style-type: none"> <li>Old forms of water transport</li> <li>Learn about holidays in the past and compare with present</li> <li>Discover message in a bottle/explore old maps (link to Geography)</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>Talk about similarities and differences between objects now and in the past</li> </ul> |

**Vocabulary:**

Toys, Rattle, Teething toys, Soft, Hard, Baby, Toddler, Child  
 Mum, Dad, Grandad, Grandfather, Grandma, Nanna, Brother, Sister, Same, Different



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## UNDERSTANDING THE WORLD

### Laying the Foundations for SCIENCE

- Explore how things work.
- 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, using a wide vocabulary.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

| AUTUMN   | SPRING   | SUMMER   |
|--|--|--|
| <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Autumn 1- ALL ABOUT ME</b></p> <ul style="list-style-type: none"> <li>• Using our senses to explore the school environment – indoor and outdoor. Talk about what they see, hear, feel, etc.</li> <li>• Exploring natural materials / changes in materials</li> </ul> <p><b>Autumn 2 – TOYS/JUDAISM/CHRISTMAS</b></p> <ul style="list-style-type: none"> <li>• Comparing materials</li> <li>• Pushes and pulls – talk about the different forces they can feel</li> <li>• Explore how things work</li> <li>• Change in seasons – autumn → winter. Discussions about weather, temperature.</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>• Talk about features of the school environment, using appropriate vocabulary.</li> <li>• Talks about the differences between materials and changes they notice e.g. water and ice Name some everyday materials including wood, plastic, metal, water, fabric and rock</li> <li>• Describe simple properties of everyday materials</li> <li>• Sort objects</li> <li>• Discussions about forces and change within general provision. Sand, water, Messy play.</li> </ul> | <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Spring 1 – TRADITIONAL STORIES</b></p> <ul style="list-style-type: none"> <li>• Planting and growing seeds/beans – caring for growing plants</li> <li>• Recognise structure and parts of a plant</li> <li>• Construct boats – floating and sinking</li> <li>• Baking – changes in state/matter – talk about differences in materials and changes they notice</li> </ul> <p><b>Spring 2 – JOURNEYS/EASTER</b></p> <ul style="list-style-type: none"> <li>• Plant life cycles – understanding the key features</li> <li>• Grow plants.</li> <li>• Observe plant life cycle and growth.</li> <li>• Read stories about growing and changing.</li> <li>• Going on a journey/route - Forces – talk about the different forces they can feel</li> <li>• Caring for our world</li> <li>• Change in seasons – winter → spring. Discussions about weather, temperature.</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>• Know what plants need to survive. Know how to look after plants. Cares for plants and animals.</li> <li>• Understands the features of different environments e.g. knows trees grow in a forest, that there will be sea and sand at the seaside</li> <li>• Understands the key features of the life cycle of a plant and an animal</li> <li>• Talks about the differences between materials and changes they notice e.g. water and ice</li> <li>• Develops an understanding of growth, decay and</li> </ul> | <p><b>CURRICULUM LEARNING ACTIVITIES that support pupils to:</b></p> <p><b>Summer 1- MINIBEASTS /PENTECOST</b></p> <ul style="list-style-type: none"> <li>• Butterfly life cycles – understanding the key features. Observe caterpillar to butterfly, life cycle. Read stories about growing and changing.</li> <li>• Investigation of outside areas and finding of animals.</li> <li>• Sorting/classifying minibeasts.</li> </ul> <p><b>Summer 2 – OCEAN TREASURES/OTHER FAITH</b></p> <ul style="list-style-type: none"> <li>• Sea creatures</li> <li>• Floating and sinking</li> <li>• Change in seasons – spring → summer. Discussions about weather, temperature.</li> </ul> <p><b>ASSESSMENT CHECKPOINTS (knowledge / skills)</b><br/> <b>Look and listen for pupils to:</b></p> <ul style="list-style-type: none"> <li>• Talk about the life cycle of a butterfly.</li> <li>• Understands the key features of the life cycle of a plant and an animal</li> <li>• Shows interest in the natural world e.g. likes to collect leaves, stones, shells</li> <li>• Talks about the differences between materials and changes they notice e.g. water and ice</li> <li>• Develops an understanding of growth, decay and change over time</li> <li>• Shows care and concern for living things and the environment</li> </ul> |



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## UNDERSTANDING THE WORLD

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|  | <ul style="list-style-type: none"><li>change over time</li><li>Shows care and concern for living things and the environment</li></ul> |  |
|--|---|--|

**Vocabulary:**

**Exploring the World around us** - Vocabulary appropriate to the immediate school environment.

**Materials** - Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, wood, plastic, metal, water, fabric, properties, materials.

**Plants/animals** - Care, Seed, Bean, Water, Sunshine, Soil, Compost, Petal, Root, Leaf, Stalk, Egg, Caterpillar, Chrysalis, Butterfly.