

# St Michaels Federation – Lydbury North CofE Primary School

## EYFS Progression Map – Understanding the World

*We strive to develop ‘Understanding of the World’ from the beginning of Nursery through to the end of Reception in the following ways:*

- Throughout Nursery and Reception our provision offers play opportunities that encourage our children to follow curiosities, investigate and experiment, make sense of the world, and develop new language and ideas.
- Our topic-led learning enables us to follow the children’s interests and curiosities, often opening doors to more purposeful learning about the world where we model how to research with the children by following their ‘in the moment’ lines of enquiry.
- Topic-led learning guided by our termly themes use focus texts and carefully planned experiences to enhance the children’s personal lived experiences and guide their sense-making of their community and wider world.
- Through outdoor play in our extensive natural surroundings and weekly forest school sessions we encourage exploration and investigation of the world around us, observing the children’s natural curiosities and building on these, as well as introducing new skills and knowledge to develop their understanding.
- In Reception we introduce focused sessions for UtW that lay the foundations for links to the KS1 curriculum for science, geography, history and RE where appropriate.
- We are developing our collection of storybooks and non-fiction texts across the EYFS to include diverse and inclusive texts which introduce our children to the world beyond what is already familiar. In addition to our reading spine which has been developed collaboratively across the whole school, we use daily story-times to expand the children’s literary knowledge and experiences.

### Children in Nursery (aged 0-3) are learning to:

Repeat actions that have an effect  
 Explore materials with different properties  
 Explore natural materials, indoors and outside  
 Explore and respond to different natural phenomena in their setting and on trips  
 Make connections between the features of their family and other families  
 Notice differences between people

### Children in Nursery (aged 3-4) are learning to:

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  
 Begin to make sense of their own life-story and family’s history  
 Show interest in different occupations  
 Explore how things work  
 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

<b>Nursery Yr A</b>	<i>Fantastic Families</i>		<i>Traditional Tales</i>		<i>Who Helps Us?</i>		<i>Bugs &amp; Mud</i>	
	<b>Autumn 1</b>		<b>Autumn 2</b>		<b>Spring 1</b>		<b>Spring 2</b>	
	<b>Summer 1</b>		<b>Summer 2</b>		<b>Summer 1</b>		<b>Summer 2</b>	
	<b>2-3 year olds</b>							
	* Who is special to me? Family photo sharing lids. Sort into family groups together * Name immediate family members, who lives in my home? Siblings, pets	* Develop familiarity with key nursery rhymes and simple stories, getting to know main characters that they can see themselves reflected in – family groups * Sensory experience – oats, mixing ingredients in baking	* Use role play costumes and props to engage in simple imaginative play around people who help * Natural phenomena related to weather conditions > Handling frost, ice, (snow) when naturally occurring outside				* Sensory experience – Digging in soil; wet and dry mud play * Imaginative play with bugs and natural materials – stones, sticks, mud, sand, plants	
	<b>3-4 year olds</b>							
	* Name and identify wider family figures inc. grandparents, cousins * Share and discuss photos of their life so far, from baby to present	* Baking and cooking experiences – bear biscuits, porridge. Develop understanding of basic processes involved e.g melting, dry to wet ingredients	* Develop knowledge of the basic roles of some key community helpers – police officer, firefighter, postal worker, nurse * Develop understanding of freezing and melting, investigating real opportunities with frost, ice, (snow) when naturally occurring				* Raise caterpillars to butterflies; Develop understanding of & name the key steps of the life cycle * Plant cress heads, sunflowers, grass tuft tray for bug small world play, discussing plant needs for growth and observing processes	
<b>Nursery Yr B</b>	<i>Marvellous Me</i>		<i>My Home Your Home</i>		<i>What Happens in Winter</i>		<i>How Does Your Garden Grow?</i>	
	<b>Autumn 1</b>		<b>Autumn 2</b>		<b>Spring 1</b>		<b>Spring 2</b>	
	<b>Summer 1</b>		<b>Summer 2</b>		<b>Summer 1</b>		<b>Summer 2</b>	
	<b>2-3 year olds</b>							
	* Share photos of themselves from home – recent special memories and experiences to discuss. Things they like doing, favourite people	* Share photos of their own home and garden – familiar environments. Who lives in my home?	* Natural phenomena related to weather conditions > Handling frost, ice, (snow)				* Sensory experience – Digging in soil; wet and dry mud play * Observing growing plants; harvesting and tasting grown fruit & veg	
	<b>3-4 year olds</b>							
	* Water play opportunities > warm water, ice and water. Transporting, variety of containers for challenge * Dry sand and wet sand. Exploring mixing consistencies of sand with different quantities of water							

	<ul style="list-style-type: none"><li>* Share and discuss photos of their life so far, from baby to present; How have they changed and grown?</li><li>* Develop understanding of parts of our body; through movement and rhymes</li></ul>	<ul style="list-style-type: none"><li>* Compare their homes with their friends and other types of homes around the world</li><li>* House-building materials linked to the Three Little Pigs – testing materials' strength</li></ul>	<ul style="list-style-type: none"><li>* Develop understanding of freezing and melting, investigating real opportunities with frost, ice, (snow) when naturally occurring</li></ul>	<ul style="list-style-type: none"><li>* Planting seeds; What do plants need to grow? Caring for plants – shared responsibility</li></ul>	<ul style="list-style-type: none"><li>* Floating and sinking objects; Making boats to test on water &gt; What materials float best? (materials + properties, how things work)</li></ul>
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