



St. Augustine's Catholic Primary School: Progression in Learning Framework – Understanding the World

EYFS Statutory Educational Programme. The curriculum needs to include:

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.

Knowledge			Skills
<ul style="list-style-type: none"> • Know about and make sense of the physical world • Know about and make sense of their community • Know a range of subject specific vocabulary • Know about technology and how to access it and use it for a purpose • Know about ecology • Know how things work and what they do • Know about the passing of time • Know naming and descriptive vocabulary related to understanding the world • Understand how to construct and deconstruct 			<p><i>Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore</i></p> <p>Science I am learning to ...</p> <ul style="list-style-type: none"> • Explore • Investigate • Observe • Compare • Describe • Ask questions • Communicate ideas • Pose challenges • Solve problems • Try things out • Test ideas • Make predictions • Record • Draw conclusions • Sort and classify • Measure <p>History I am learning to ...</p> <ul style="list-style-type: none"> • Ask questions • Enquire • Explain • Describe • Sequence • Use historical vocabulary • Compare similarities and differences • Record findings • Examine evidence and draw conclusions • Remember • Observe • Explore <p>Geography I am learning to ...</p> <ul style="list-style-type: none"> • Notice • Measure • Ask questions • Record • Compare similarities and differences • Use my senses • Gather information from different sources • Draw, read and follow maps • Express opinions • Explain • Describe
<p>Science- In Early Years we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by: • Providing freedom to explore, investigate and experiment using the five senses • Cultivating children's curiosity about how and why things work and how things change • Encouraging questioning, testing out of ideas and drawing conclusions • Fostering children's excitement and pleasure in the awe and wonder of natural phenomena</p>			
<p>Living things I know... • Internal and external body parts in humans • The names of the different parts of plants and animals • The features of plants and animals • Living things can be sorted into different groups • What living things need to survive • How to keep healthy • About life cycles</p>	<p>Materials I know... • What objects are made from • The properties of different materials • How different materials can be used • Materials can be sorted into different groups</p>	<p>Changes I know... • Changes can be reversible and irreversible • The relationship between cause and effect • The characteristics of the four seasons • The characteristics of different weather types</p>	
<p>History In Early Years we capitalise on children's fascination and interest in their surroundings and the world in which they live by: • Encouraging an appreciation of the natural world and recognising its similarities and differences • Fostering a sense of awe and wonder about the world in which they live • Developing an appreciation of other people, their communities and their traditions • Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world</p>			
<p>Passing of Time I know... • Time is measured in units • Time has a pattern e.g. days of the week, months of the year • About annual events e.g. birthday, Christmas • How time and events can be sequenced in chronological order from earliest to latest • Things were different in the past • The vocabulary that describes time</p>	<p>Historical Figures and Events I know... • How to use information to find out about events and people in the past • About significant events and people in the past • That historical events and people have a significant place in our history</p>	<p>Sense of Identity I know... • My place in history • There is a past before I was born • That things were different in the past to how they are now • About significant events in my life</p>	
<p>Geography In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by: • Capitalising on children's innate desire to make sense of their own place in history • Exploring the lives of people who are familiar to them comparing similarities and differences • Introducing them to well-known historical figures and events both within and beyond living memory • Cultivating children's</p>			

curiosity about people and events within and beyond their living memory • Exploring historical information and artefacts to ask questions and draw conclusions		
PLACES My Community I know... • Where I live • The key features of where I live • About the significant places within my community • How to get from one key place to another • The vocabulary I need to use to direct others	PLACES The World I know... • The names of different countries around the world • Different countries have different key features • How countries are connected • How to travel between countries	Environment I know... • About different weather conditions in the UK • There are four seasons and the key features of them • The key features of different climates around the world • Some simple things I can do to help look after the planet • Human actions can help or destroy the planet
PLACES My Country I know... • The capital city of the country I live in • The different key features of cities, towns and villages	People I know... • People I know have different customs and traditions • People in different countries have different customs and traditions	

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them Reach for and accept objects. Make choices and explore different resources and materials Plan and think ahead about how they will explore or play with objects Make independent choices Do things independently that they have been previously taught Bring their own interests and fascinations into the setting. This helps them to develop their learning Respond to new experiences that you bring to their attention 	<ul style="list-style-type: none"> Participate in routines. Begin to predict sequences because they know routines Show goal-directed behaviour Use a range of strategies to reach a goal they have set themselves Begin to correct their mistakes themselves Keep on trying when things are difficult 	<ul style="list-style-type: none"> Sort materials Review their progress as they try to achieve a goal Check how well they are doing Solve real problems Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas Make more links between those ideas

ELG: past and Present Children at the expected level of development will: <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes The past is made of events that have already happened. Memories are things we remember from the past. Historians and archaeologists are people who find out about life long ago. 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 	ELG: People, Cultures and Communities Children at the expected level of development will: <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 religious and cultural communities, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps 	ELG: The Natural World Children at the expected level of development will: <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 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
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Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			KS 1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Past and Present	Knows and understands 'today' and 'yesterday'	Knows the days of the week Knows and understands 'tomorrow'	Knows the seasons of the year	Knows the days of the week and their order	Put familiar events in chronological order, using pictures and discussion	Can talk about sequences relevant to them e.g. school day; getting ready for bed	Knows that time passes in sequential order

	<p>Uses the past tense of many common verbs e.g. played, saw, ran – mainly accurately</p> <p>Talk about special times or events that are important to them.</p>	<p>Can use the past tense to talk about what has already happened</p> <p>Relive past experiences through role play activities and retell events in order.</p> <p>Begin to notice similarities and differences between life now and in the past.</p> <p>Be aware of people and events from the past by sharing books and looking at photographs.</p> <p>Begin to spot similarities and differences between pictures of the past and the modern day</p> <p>Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.</p> <p>Comment and ask questions about objects from the past.</p> <p>Explore photographs to show how things have changed over time.</p>	<p>Knows 'before' and 'after' as concepts</p> <p>Comment and ask questions about significant people that they have seen in books and photographs.</p> <p>Begin to notice similarities and differences between life now and in the past</p> <p>Begin to use words relating to the passage of time when retelling a past even</p>	<p>Knows 'then' and 'now' as a concept</p> <p>Uses ordering language (some of which is from books they have read) e.g. first, next, after that</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Share stories and talk about significant people who lived in the past</p> <p>Talk about past and present events in their own lives and those who are important to them</p> <p>Talks about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe some similarities and differences between things in the past and the present</p> <p>Make observations about objects and artefacts from the past – vehicles and machines</p>	<p>Knows the order of the seasons</p> <p>Draws on own experiences to compare with what they can find out about the past, including from books</p> <p>Describe some similarities and differences between things in the past and the present.</p> <p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p>Share stories and talk about events in the past</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Listen to stories and discuss significant events from the past.</p> <p>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life</p> <p>Explore and talk about how the school and local environment has changed over time using photographs and first-hand experiences.</p>	<p>Is able to sequence stories</p> <p>Begins to draw on own experiences to compare what they can find out about the past with today, including from books e.g. toys, washing clothes, a family day out</p>	<p>Has an awareness of common words and phrases relating to the passing of time</p> <p>Understands differences between the past and the present</p>
	<p>Can say who they are and who they live with</p>	<p>Can talk about who/what is special to them e.g. nanny, dog</p> <p>Say how they have changed over time</p>	<p>Can briefly talk about some members of their family</p>	<p>Can talk about some family memories</p> <p>Sequences family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)</p>	<p>Explains the key differences in what family members of different ages can and can't do</p> <p>Can describe some family memories</p>	<p>Notices and celebrate things they can do now that they could not do when they started school.</p>	<p>Has an understanding of change within living memory – people</p>

					Recognise and discuss how they have changed from when they were babies. Recognise and begin to talk about how their lives have changed as they have grown.		
	Shows an interest in occupations they know about from their own experience e.g. doctor, shop worker	Shows an interest in different occupations e.g. firefighter, police	Shows an interest in different occupations and the lives of familiar people. Can talk about a wide range of occupations e.g. electrician, builder, scientist	Can identify the role of the emergency services in society and know how to call for help (police, fire and ambulance)	Can identify similarities and differences in jobs Understands wider roles in society e.g. student, volunteer, parent, retired	Can talk about their aspirations for their own role in society Talk about the different occupations that familiar adults and members of their community have. Can identify the role of a coastguard and that the members volunteer to save people who are in danger at sea.	Understands similarities and differences between people Recognise that there are many different jobs that people can do.
	Shows an interest in fictional characters in stories and rhymes	Shows an interest in people in non-fiction texts	Comments on people and events in books read to them/in class	Begins to compare and contrast settings, events or characters from the past, that they have met in books	Compares and contrasts settings, events or characters from the past, that they have met in books	Identifies and talks about some similarities and differences between the past and now, drawing on their experiences and books they have shared	Recognise some similarities between past and present
People, Cultures and Communities	Is beginning to explore simple maps in play	Knows what a map is used for Use small world toys, such as cars and model houses, to represent information from the locality.	Describe a familiar route and use maps as part of role play Identifies some features on a map e.g. area of land or sea. Say how two places in the immediate environment are the same or different	Make and use simple maps in their play to represent places and journeys, imagined Identifies a range of features on a map	Can use a map to find features in 'real life' Name and talk about man-made features in the local environment, including houses, shops, buildings, offices, parks, streets and places of worship	Can explain, in simple terms, the difference between human e.g. man-made features, such as roads and physical features on maps e.g. mountains and rivers Make and use simple maps in their play to represent places and journeys, real and imagined.	Knows a map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.
	Can talk about what they see in their environment e.g. park, local shops Notice and begin to name features of the immediate environment include the school, the playground, streets and houses.	Knows where they live and talks about what they see at school or home Talk about their immediate environment Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	Know they live in Coventry which is in England Can understand simple differences between where they live and another place – using observation, discussion and books	Talk about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Draw simple picture maps Know we are part of a community and that a	Can understand differences between where they live and another area in the UK – using observation, discussion and books e.g. how the weather, plants and animals of one place is different to another using simple geographical terms	Can use a range of ways to find out about life in the UK compared with other countries and articulate these Can identify similarities and differences between where they live and in other countries	Compares the UK with contrasting countries Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans

		<p>Talk about places that they have been to or seen in photographs.</p> <p>Play with globes, observe maps and listen to stories to develop an awareness of other places in the world</p>	<p>Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.</p>	<p>community is a group of people who live together or share a space.</p> <p>Begin to notice and talk about the different places around the world, including oceans and seas</p>	<p>Can explain how life may be different for other children living elsewhere</p> <p>Can compare life for children in different countries</p>	<p>Describe ways to look after the immediate environment.</p>	<p>Name and locate the world's seven continents and five oceans on a world map</p> <p>Describe how pollution and litter affect the local environment and school grounds.</p>
	<p>In play, imitates everyday actions and events from own family and cultural background eg making and drinking tea</p>	<p>Is beginning to learn they have similarities and differences that connect them to, and distinguish them from, others</p>	<p>Remembers and talks about significant events in their own experience</p>	<p>Can talk about some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family</p> <p>Beginning to know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Talks about past and present events in their own life and in the lives of family members</p>	<p>Understands that other children do not always enjoy the same things and is sensitive to this</p> <p>Recognises similarities and differences between themselves and others, and among families, communities and traditions</p>	
	<p>Knows about special events, festivals, places of worship relevant in their own life</p> <p>Enjoys joining in with family customs and routines</p>	<p>Is beginning to understand that there are differences in what people believe</p> <p>Knows about some places of worship</p> <p>Knows people in their community celebrate special days</p>	<p>Is developing positive attitudes about differences between people</p> <p>Knows there are differences in where people worship</p> <p>Knows about some festivals celebrated by others</p>	<p>Says what might happen on some special days e.g. Christmas, Diwali</p> <p>Can name some places of worship</p>	<p>Shows positive attitudes about differences between people</p> <p>Show an awareness of the similarities and differences between people in different communities and groups from around the world</p> <p>Joins in with celebrations and recalls what happened last time on that day</p> <p>Says what might happen on special days they have learnt about e.g. Easter, Holi</p>	<p>Can articulate what others celebrate and understand that some special days repeat annually</p> <p>Knows why religious places are special and who goes there</p>	<p>Describes the main beliefs of a religion</p> <p>Describes the main festivals of a religion and its place of worship</p>
The Natural World	<p>Use their senses to explore the natural environment and a range of materials</p>	<p>Explores the natural environment and begins to identify some similarities and differences</p>	<p>Uses their senses to explore the world.</p>	<p>Observes some features in the natural world and draws what is seen</p>	<p>Explores the natural world around them, making observations and representing</p>	<p>Observes some features in the natural world in a contrasting</p>	<p>Explores the world around them and raises own questions</p>

<p>Beginning to identify that things in nature change with time e.g. leaves on the trees</p> <p>Knows the names of some plants and animals</p>	<p>Explores the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Notices some of the ways that the local environment changes during different seasons Begin to observe and talk about living things in the local environment.</p> <p>Begin to talk about ways to care for a plant or animal.</p> <p>Begin to talk about and draw plants with attention to their parts.</p> <p>Name a variety of domestic and wild animals</p> <p>Begin to offer simple explanations for why things happen</p> <p>Can identify that things in nature change with time e.g. growing a seed</p> <p>Care for growing seeds and plants and describe observable features of different types of plants and trees</p> <p>Begin to talk about ways to care for a plant or animal.</p> <p>Say how a living thing has changed over time</p>	<p>Explores the natural environment and identifies some similarities and differences</p> <p>Talks about some of the things that they have observed using simple scientific vocabulary. Observe and talk about living things in the local environment.</p> <p>Explore the natural world around them and give simple descriptions, following observation, of changes.</p> <p>Observe and describe living things and their habitats within the local environment.</p> <p>Show care for living things and the environment.</p> <p>Give simple explanations for why things happen.</p> <p>Begin to talk about and name the body parts of common animals, including pets.</p> <p>Talk about some of the ways to care for a plant or animal</p> <p>Can explain the life cycle of, for example, a butterfly in simple terms</p> <p>Knows the key changes to nature in each season</p> <p>Begin to talk about and name the body parts of</p>	<p>Beginning to offer explanations for why things happen, making use of vocabulary, such as, because, then and next</p> <p>With support, observes, records and talks about materials and living things. Talks about the features of their own immediate environment</p> <p>Is beginning to understand the effect their behaviour can have on the environment</p>	<p>scientific observations by mark making, drawing or creating simple charts and tables.</p> <p>Offers explanations for why things happen, making use of vocabulary, such as, because, then and next</p> <p>Record observations about the way the local environment changes throughout each season. Observe and describe living things and their habitats within the local environment</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>With support, observe, record and talk about materials and living things</p> <p>Name and describe basic features of plants and trees.</p> <p>Begin to name and group plants and trees according to their observable features.</p> <p>Can say what plants and animals need to survive</p> <p>Name and describe basic features of plants and trees.</p> <p>Name and describe basic features of plants and trees Can talk about a range of different life cycles</p> <p>Knows that organic things change over time, including growth and decay e.g. compost</p> <p>Begin to collect simple geographical data during fieldwork activities.</p>	<p>environment from where they live and draw what is seen</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Has developed an understanding of the effect their behaviour can have on the environment Observe and describe living things and their habitats within the local environment.</p> <p>Represent scientific observations by writing, drawing or creating simple charts and tables.</p> <p>Understands the effect of changing seasons on the natural world</p> <p>Describe simply how weather changes as the seasons change.</p> <p>Explore the natural world around them and give simple descriptions, following observation, of changes</p> <p>Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Match animals to their young.</p> <p>Match animals to the foods that they eat.</p> <p>Describe some ways that plants or animals should be cared for in order for them to survive.</p>	
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			<p>common animals, including pets.</p> <p>Name a variety of domestic and wild animals.</p> <p>Describe what a familiar animal or pet eats.</p>				
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	<p>Make simple comparisons between objects and materials, such as bigger and smaller, and softer and hard</p> <p>Talks about the differences between materials using everyday language</p> <p>Explore and sort everyday items, with support, into groups of the same material.</p> <p>Play with objects or their own body outside to create shadows</p> <p>Play with and explore battery-powered toys and models.</p> <p>Begins to explore and talk about different forces they can feel.</p>	<p>Explores forces and uses new vocabulary to describe them</p> <p>Notice and begin to describe natural phenomena, such as weather, rainbows and clouds</p> <p>Begins to understand changing states of matter e.g. freezing, melting</p>	<p>Talks about the differences between materials and changes they notice</p> <p>Explores floating and sinking – knows that some objects float and others sink.</p> <p>Can talk about and play with objects that float and sink and describe different forces that they can feel</p> <p>Explore and talk about materials which are waterproof.</p> <p>Play with objects or their own body outside to create shadows.</p> <p>Talk about some of the things that they have observed using learnt scientific vocabulary</p>	<p>Observes and interacts with natural processes, such as a sound causing a vibration, a magnet attracting an object</p> <p>Compare and group objects and materials according to simple given criteria</p> <p>Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration</p> <p>Name and sort everyday items into groups of the same material.</p> <p>Explore and describe electrical and non-electrical light sources</p>	<p>Observes the natural process of light casting a shadow</p> <p>Make a shadow bigger or smaller using toys, play equipment and a light source</p> <p>Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave</p> <p>Ask a relevant scientific question to find out more, explain how things work and why they might happen.</p> <p>Name and sort everyday items into groups of the same material.</p>	<p>Explore, describe, make sensible predictions and sort things that float and sink and talk about the forces that they can feel.</p> <p>With support, observe, record and talk about materials and living things.</p>	<p>Investigate weather using toys, models or simple equipment.</p> <p>Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.</p> <p>Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.</p>
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St Augustine's Catholic Primary School

Assessment: On track/not on track using best fit for each Milestone Descriptor – Understanding the World

Milestone 1 (Nursery- Autumn term)	I understand 'today' and 'yesterday'. I know my name, where I live and who I live with.. I am interested in characters in stories and rhymes. I am beginning to explore simple maps in my play. I talk about what I see at school or home. In play, I imitate actions and events from my own family/cultural background. I enjoy joining in with family customs and routines. I am interested in the jobs of some people I know I know about special events, festivals, places of worship relevant in my own life. I use my senses to explore the natural environment and a range of materials around me. I know the names of some plants and animals. I am beginning to explore and talk about different forces I can feel. I have explored different materials and can talk about some of the differences between materials.
Milestone 2 (Nursery- Spring term)	I know the days of the week and I understand 'tomorrow'. I use the past tense to talk about what has happened. I talk about who/what is special to me. I show interest in different jobs. I like to find out about people in non-fiction texts. I know what a map is used for. I talk about what I see in my environment. I am beginning to know that I have similarities/differences compared to others. I am beginning to understand there are differences in what people believe, I know about some places of worship, and some festivals. I explore the natural environment and I am beginning to identify some similarities/differences within it. I identify that things in nature change e.g. growing a seed. I explore and describe forces. I am beginning to understand changing states of matter e.g. freezing, melting.
Milestone 3 (Nursery- Summer term)	I know the seasons of the year. I understand 'before' and 'after'. I talk about some members of my family. I know about a wide range of jobs. I comment on people and events in books. I can identify some features on a map. I know I live in Coventry, England. I can understand simple differences between where I live and another place, using observation, discussion and books. I talk about significant events in my own experience. I use past tense verbs, mainly accurately, in talk. I am developing positive attitudes about differences between people. I know there are differences in where people worship and that people celebrate special days. I explore the natural environment and can identify some similarities and differences within it. I can explain a life cycle. I know the key changes to nature in each season. I talk about the differences between materials and the changes I notice. I have explored floating and sinking
Milestone 4 (Reception- Autumn term)	I know the order of the days of the week and that they repeat. I know 'then' and 'now'. I am starting to use my own experiences to compare with what I find out about the past, including from books. I can sequence family members, explaining who they are. I know the role of the emergency services and how to call for help. I am starting to compare and contrast settings, events or characters from the past, including those I have met in books. I can identify a range of features on a map. I can identify some differences and similarities between where I live and another UK area. I am beginning to understand how life may be different for children living elsewhere. I know some of the things that make me unique. I can talk about some similarities and differences in relation to friends and family. I can say what might happen on some special days. I can name some places of worship. I observe some features in the natural world and make drawings of them. I know about natural processes, e.g. sound causing a vibration, a magnet attracting an object
Milestone 5 (Reception- Spring term)	I know the order of the seasons and that they repeat. I use ordering language. I use my own experiences to compare with what I find out about the past. I explain key differences in what family members can/can't do. I can describe some family memories. I identify similarities/differences in jobs and I understand wider roles in society. I compare and contrast settings, events or characters from the past, that I have met in book. I use a map to find features in 'real life'. I identify similarities/differences between where I live and homes/schools in other countries and I can compare life for children in different countries. I can talk about past and present events in my life and in those of family members. I show positive attitudes about differences between people. I join in with celebrations and can recall what happened last year at that time. I can talk about the features of my immediate environment and I recognise some environments are different to the one I live in. I observe features in the natural world in a contrasting environment, drawing what I see. I know some of the things that plants and animals need to survive and that organic things decay. I can talk about some different life cycles. I know about light casting a shadow. I am beginning to understand my behaviour can impact on the environment.
Milestone 6 (Reception- Summer term)	I can talk about a sequence of events relevant to me. I am able to sequence stories. I can identify similarities and differences between things in the past and now, drawing on my experiences and books read in class. I notice and celebrate things I can do now that I could not do before. I talk about my aspirations. I can explain, in simple terms, the difference between human and physical features on maps. I can use a range of ways to find out about life in the UK compared with other countries and articulate these. I know that other children do not always enjoy the same things as me, and I know about similarities and differences between myself and others. I can talk about what others celebrate and understand

that some special days repeat annually. I know why religious places are special and who goes there. I explore the natural world around me, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around me and contrasting environments. I understand the effect of changing seasons on the natural world