



History
 Geography
 Science
 R.E
 Computing

Understanding the world – Prime area

Past and Present- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Begin to make sense of their own life-story and family's history.
- Talk about what they see, using a wide vocabulary

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	Links to National Curriculum
<p>Talk about the different jobs people do</p> <p>Name some members of my family and talk about them</p> <p>Talk about the roles of people in society</p>	<p>Talk about changes that have happened to me throughout my life from a baby to now.</p> <p>Talk about my family and who I live with.</p> <p>Talk about people in the community and</p>	<p>Talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.</p>	<p>Talk about the lives of people I am familiar with</p>	<p>Talk about the lives of people around them and their role in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and</p>	<p>Understand the difference between things in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</p> <p>Recall some facts about people/events from living memory.</p>

	their roles including jobs			what has been read in class Understand the past through settings, characters and events encountered in books and storytelling	<p>Look at books, videos, photographs, pictures and artefacts. Talk, write and draw about things from the past.</p> <p>Look at objects from the past and ask questions i.e. "What were they used for" and try to answer.</p> <p>Make some simple statements about how life was for different people in history.</p> <p>Begin to discuss whether photos or illustrations are the most reliable.</p> <p>Discuss how reliable letters and diaries are for recalling past events.</p>
Talk about myself and some of the ways I have changed	Become more aware of the past linked to myself and my family and how it has changed	Talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts	Discuss similarities and differences between the past and now		
	Talk about what I can see in pictures of the past	Talk about what I have heard and seen in stories and picture books and how this is different/ the same	Talk about the past using books and stories talking about the characters, settings and events		

People, cultures and communities- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Continue developing positive attitudes about the differences between people.
- Show interest in different occupations
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	Links to national curriculum
Explore the world around me with all my senses	<p>Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell.</p> <p>Starting to explore the natural world of where I live and the environment around school.</p>	<p>Explore and talk about the natural world using what I know from stories/ non-fiction</p> <p>Draw information from a simple map and use the correct vocabulary such as road, village/town/city</p>	<p>Can describe the school environment and the environment around it using what I know from</p> <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<ul style="list-style-type: none"> • I can name and locate England and Wolverhampton. • I can name and locate a village and town near to Wolverhampton. • I can name and locate the four countries and capital cities of the United Kingdom. • I can name and locate the UK's surrounding seas. • I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
Talk about a festival that they have been a part of.	Talk about how people from different countries celebrate Christmas and other festivals	Talk about some special places such as where people worship in our and other communities. Talk about and identify features in a church.	Talk about religion and culture within my country and explore different customs such as who they worship	<p>Know some similarities and differences between different religious and cultural</p>	<ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. • Christians worship God, and try to live in ways that please him.

<p>Are accepting of others differences.</p>	<p>such as harvest festival and Diwali.</p>	<p>Talk about and identify features in a temple.</p>	<p>and how this is celebrated. (UK)</p>	<p>communities in this country, drawing on their experiences and what has been read.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</p>	<p>What do Hindus believe? (Year 1)</p> <ul style="list-style-type: none"> • That Hindus recognise Brahman as the one supreme deity or universal soul found in everything • Aspects of Brahman are personified in many forms (deities, murti) each of which help understand aspects of his being, and allow people to worship in ways that help them • Murti include Brahma, Vishni, Shiva, Lakshmi, Saraswati and Ganesha. <p>Astrology and horoscopes are important to Hindus and help decide the name given to new babies.</p> <ul style="list-style-type: none"> • Dance and music are important in helping Hindus worship and celebrate. <p>The Hindu year includes many festivals, particularly Diwali and Holi.</p> <p>What do Muslims believe? (Year 1)</p> <ul style="list-style-type: none"> • Muslims are people who follow the faith called Islam. • Allah is the Arabic name for God the Creator. • Allah has 99 beautiful names that reflect aspects of his character. • Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam • The Qu’ran is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad. <p>What do Sikhs believe? (Year 2)</p> <ul style="list-style-type: none"> • That Guru Nanak was the founder of Sikhism • That ‘Guru’ means ‘teacher’ • There are ten human Sikh gurus • That the Sikh holy book is called ‘Guru Granth Sahib’. Sikhs believe
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					its contents are holy.
Know there are different countries in the world	Can start to use stories and pictures to talk about differences in life in other countries	Can draw information from a simple map where my school is situated. Can start to talk about the differences in lives in other countries	Can talk about what is the same and different in life in this country and in other countries		<ul style="list-style-type: none"> I can identify a city, town or village. I can identify the key human and physical features of the school and its surrounding environment. I can use simple geographical vocabulary to refer to key features including: physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley human features – city, town, village, factory, farm, house, office, port, harbour, shop

The Natural World- ELG

Prior Knowledge - Development Matters – 3 – 4 Year Olds Check Point

- Explore collections of materials with similar and/or different properties.
- Explore how things work.
- Use all their senses in hands on experiences of the natural world
- Plant seeds and care for growing plants.

- Understand the key features of the life cycle of a plant and an animal.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	Links to National Curriculum
Can talk about what I can see outside using a wide vocabulary	Can describe what I can see, hear and feel outside when exploring the natural world and environment around me including where I live and at school.	Can describe different types of animals whilst looking at countries around the world.	<p>Can make observations of animals and plants and use these observations to draw pictures which will include detail of the natural world around us.</p> <p>Can talk about the different habitats where animals live and talk about the reasons why.</p> <p>Can talk about and label the life cycle of different animals.</p> <p>Can talk about what a plant needs to survive and why.</p>	Explore the natural world around them, making observations and drawing pictures of animals and plants	<p>Science:</p> <p>Animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Plants Identify and name a variety of common wild and garden plants,</p>

			<p>Can observe and talk about how animals behave differently as the seasons change such as hibernation, having babies, changes in their body such as shedding hair.</p>		
	<p>Can talk about the area I live in, including the weather etc. Can talk about the weather changes the environment.</p>	<p>Can describe my own environment and local area. Can describe another environment which is different to ours that we live in e.g. desert, Artic etc.</p>	<p>Can contrast the natural world around me with different environments. Can talk about and notice what is happening to our world with Global goals and how we can protect our planet.</p>	<p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and</p>	<ul style="list-style-type: none"> • I can use age appropriate world maps, atlases and globes to identify the UK and its countries. • I can use locational language (e.g. near and far) to describe the location of features and routes on a map. • I can use compass directions (N, S, E, W). • I can use simple fieldwork and observational skills to study the weather. • I can create a simple map of my school grounds and can use symbols on maps (own and class agreed symbols).

				changing states of matter	<ul style="list-style-type: none"> I can use large scale maps (1:1250. 1:2500), and aerial photographs to recognise landmarks and basic human and physical features. I can use simple fieldwork to identify key features and use observational skills to study the geography of the school and its grounds. I can ask and answer simple questions to investigate places and environments. (Such as, What is this place like? What or who will I see in this place? What do people do in this place?)
<p>Can change materials e.g. adding water to cornflour, mixing paint etc, and talking about what has changed.</p>	<p>Can talk about forces I feel e.g. push, pull etc. I can use magnets to show materials that are magnetic and not.</p>	<p>Can explore and observe what happens to the different states of matter. Can explore the state of matter when baking. I can talk about and notice what happens to the mixture</p>	<p>Can talk about the weather linked to seasonal change and name all the seasons.</p> <p>Can talk about changes of. The state of matter of freezing, melting –</p>		<p>Seasons Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Materials Distinguish between an object and the material from which it is made</p>

	Can talk about the differences in materials such as being waterproof.	when the milk is added to the flour. Can explore through play what happens to the state of matter when a different material is added such as paint mixing and mud play.	and relate it to the Arctic and the ice caps.		<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Observe and talk about the changes in weather and the seasons.</p>
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Technology- No ELG- Taken from Birth to 5 Matters 2021.

Autumn	Spring	Summr	End of year.	National Curriculum Links.
Completes a simple program on electronic devices.	Uses ICT hardware to interact with age-appropriate computer software.	Can create content such as a video recording, stories, and/or draw a picture on screen.	<p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p> <p>No ELG for Technology. Technology in the Early Years can mean: • taking a</p>	<p>Computing: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 1.2 - Create and debug simple programs.</p>

			<p>photograph with a camera or tablet • searching for information on the internet • playing games on the interactive whiteboard • exploring an old typewriter or other mechanical toys • using a Beebot • watching a video clip • listening to music.</p>	<p>1.3 - Use logical reasoning to predict the behaviour of simple programs. 1.4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 1.5 - Recognise common uses of information technology beyond school. 1.6 - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
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