

UTW progress for knowledge and skills

	Minimum Expectations for nursery	Nursery and Reception	Minimum expectations for reception	Links to KS1 curriculum
History Links	<p>Can briefly talk about some members of their family and who they live with.</p> <p>Can talk about any pets that they might have.</p> <p>Shows an interest in different occupations (nurse, doctor, police, fire...).</p>	<p>Can talk about past and upcoming events with their immediate family.</p> <p>Talks about a wider range of occupations (electrician, plumber etc).</p> <p>Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly).</p>	<p>Can discuss similarities and differences between people in their family.</p> <p>Is able to discuss different occupations of family members.</p> <p>Can talk about members of immediate family in more detail.</p> <p>Can identify similarities and differences between jobs.</p>	<p>Understands that there are similarities and differences between people.</p> <p>Describe memories that have happened in their own lives.</p> <p>Sequence events that are close together in time.</p> <p>Use stories or accounts to distinguish between fact and fiction.</p>

	<p>Sequence family members by size and name (baby, child, adult).</p> <p>Comments on fictional characters in stories.</p> <p>Comments on historical figures or objects in non-fiction texts.</p>	<p>Shares likes and dislikes.</p> <p>Shares some similarities between characters, figures or objects.</p>	<p>Can identify emergency situations and knows who to call.</p> <p>Sequence family members, explaining who they are and the key differences between what they can/can't do.</p> <p>Compare and contrast characters from stories, sharing similarities and differences.</p> <p>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.</p>	<p>Recognise some similarities and differences between past and present.</p>
<p>Knowledge to be taught</p>	<p>Transport - different vehicles and where they can be found.</p> <p>Dinosaurs - where are they now? Discuss similarities and differences between dinosaurs and landscapes.</p> <p>Body parts - link to different occupations or growth.</p>			

<p>Geography links</p>	<p>Knows what a map is used for.</p> <p>Knows that there are different countries in the world.</p> <p>Knows that we live in Sutton Surrey which is in England.</p> <p>Can articulate what daily life is like in our country.</p>	<p>Identifies features on a simple map (trees, house, river, mountain).</p> <p>Identifies features on a simple map (trees, house, river, mountain).</p> <p>Explains how life may be different for other children.</p>	<p>Can briefly explain the difference between human and physical features.</p> <p>Can use maps to locate objects in 'real life'.</p> <p>Knows that 4 countries make up the UK and can name at least 1 other country.</p> <p>Can name the 4 countries of the UK and at least 2 other countries.</p> <p>Makes comparisons between life for children in different countries.</p>	<p>Use basic geographical vocabulary to refer to physical and human features.</p> <p>Uses world maps to identify countries.</p> <p>Name and locate the four countries and capital cities of the UK.</p> <p>Compare the UK with a contrasting country</p> <p>Observe the natural and humanly constructed world around them.</p>
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<p>Knowledge to be taught</p>	<p>Transport - how can you travel to different places around the world?</p> <p>Environments - farms, towns, cities, rural areas.</p> <p>Houses and homes - different houses and homes around the world (internally and externally).</p>			
<p>RE Links</p>	<p>Comments on recent pictures of experiences in their own life. "This was me at the farm..." .</p> <p>Knows that there are special places of worship.</p> <p>Knows that there are differences between what people believe.</p>	<p>Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali".</p> <p>Can name different religious venues - Church, Mosque and Gurdwara as a minimum.</p> <p>Developing positive attitudes about differences between people</p>	<p>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas).</p> <p>Comments on images of familiar experiences (holidays, visiting the park, going to the dentist).</p> <p>Knows why religious venues are special and who goes there.</p> <p>Can articulate what others celebrate and begin to explain.</p>	<p>Describe memories that have happened in their own lives.</p> <p>Can recognise, name and describe religious places.</p> <p>Describes the main beliefs of a religion. Describes the main festivals of a religion.</p>

<p>Science Links</p>	<p>Explore collections of materials.</p> <p>Uses senses for exploration.</p> <p>Explores how things work.</p> <p>Understands that the weather changes and that in different countries you have different weather.</p> <p>Can identify what you need to wear for each season and why.</p> <p>Plants seeds and cares for growing plants with support.</p>	<p>Explore collections of materials, identifying similar and different properties.</p> <p>Explores and talks about forces (push and pull).</p> <p>Names and orders seasons.</p> <p>Can say what plants need to survive.</p>	<p>Explores the natural world around them.</p> <p>Talks about differences between materials and changes they notice.</p> <p>Explain what their five senses are.</p> <p>Explores non-contact forces (gravity and magnetism).</p> <p>Understand the effect of seasons on the natural world, discussing when and how things grow.</p>	<p>Explores the world around them, asking how and why Q's.</p> <p>Decides how to sort and classify objects.</p> <p>Notices links between cause and effect (speed, shape, direction and magnetism).</p> <p>Identify seasonal weather patterns.</p> <p>Observe the natural and humanly constructed world around them.</p>
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	Understands the difference between plants and animals		Understands the need to respect and care for the natural environment and all living things. Can talk about different life cycles.	
Knowledge to be taught	<p>New Life - Plants and growth, including how we care for them.</p> <p>Animals and their young - where different animals live and how we can care for them.</p> <p>Floating and Sinking / Sorting by material / Magnetism.</p>			
Computing Links	<p>Mark make on paint software on the Interactive Whiteboard.</p> <p>Can play simple games on the Interactive Whiteboard by pressing buttons.</p> <p>Children can switch a camera on and off.</p>	<p>Select brushes, colours and rubbers when drawing on paint software.</p> <p>Can play simple games on the Interactive Whiteboard by dragging and dropping items.</p> <p>Children can record videos on the camera.</p>	<p>Use various tools such as brush, pens, stamps, erasers and shapes with support.</p> <p>Children can independently change games or increase levels of difficulty on games.</p> <p>Erases content and understands how to charge the cameras.</p>	<p>Uses various tools such as brushes, pens, eraser, stamps and shapes.</p> <p>Identify which things count as personal information.</p> <p>Asks for help when they need it.</p>

	<p>Children can take photos on the camera.</p> <p>Children know to ask for help if needed.</p>		<p>Children can edit photos.</p> <p>Children know what personal information is and know that it should not be shared online.</p>	
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