

WRENBURY PRIMARY SCHOOL EYFS – Understanding the World			
	3-4 Years	Reception	ELG Checkpoint
Past and Present (History)	<i>Begin to make sense of their own life-story and family history.</i>	<i>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past</i>	Talk about the lives of the people around them and their roles in society. 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.
	I can comment on fictional/historical figures or familiar objects or situations from the past. I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly. I can sequence family members according to their age. I can explain who they are and the key differences in what they can and cannot do. I can use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening. I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after.	I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences. I understand and explain that there are differences and similarities between people of different ages. I can describe memories that have happened in my own life. I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members. I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year. I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year.	<u>Readiness for Y1</u> Using vocabulary related to the past. (yesterday, last week, when I was younger) Speaking in the past tense. Discussed how things have changed, including themselves. Talks about important events that have happened in their own lives, things that they have done and starts to put them in order. Recognises language in stories that shows that the story happened in the past. Knows about some events that happened in the past – e.g. Guy Fawkes and bonfire night



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People, Culture and Communities (Geography/RE)	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.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Recognise some environments that are different to the one in which they live.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	I can say name of different occupation and show an understanding of why their jobs are important. I can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year. I can comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, holidays, and day trips. I am developing a positive attitude in understanding about the differences between people. I can explain key features of my home and the homes of others. I know that different countries have different homes. I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library. I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences.	I know that there are different places of worship. I know that there are differences in what people believe. I can compare different types of homes in my own country. I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK. I know that directions can be followed and lead to different places I can follow simple directions (Up, down, left/right, forwards/backwards) I can follow directions using a small toy, e.g. Beebots. I can draw and create my own maps using real objects, and/or pictures and symbols. I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps. I know that the pictures and symbols on a map tells us about the features and places there are. I can talk about and name the places where I live. I can identify and name the country that I live in.	Readiness for Y1 knows where they live and how they travel to school. Talks about some differences they notice when they are in different places. Talks about places they have been and read about in stories. Experiments with making and reading maps. Enjoys the outside worlds and talks about what is in it. Child know that people have different faiths and different times of celebrations. Know about the similarities and differences between themselves and others, families, communities and traditions. Have celebrated a variety of faiths and accept them all.



		I show an understanding that not all countries in the world are the same. I begin to talk about the differences. I can talk about how daily life may be different for other children.	
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The Natural World (Science)	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 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. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	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. <u>Readiness for Y1</u>

I show awareness of change, as I can talk about the differences between materials. I understand that living things, objects and materials can change. I describe what I see, hear and feel whilst exploring inside and outside. I can explore collections of different materials with similar and different properties. I can use language to describe common features of materials, e.g. colour, texture, size. I can talk about the changes to materials that I notice. I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls. I can talk about some natural features that I see and feel during different seasons, including different weather. I can talk about the clothes that I need for different seasons/weather and why. I can explain a simple lifecycle, E.g., butterflies I can talk about what plants need to survive and grow healthily. I can explain a simple lifecycle, E.g., sunflower. I can show care and respect for living things and the environment in which they live. I understand that sounds can come from a range of sources. I can explore and describe how to change sounds.	I understand some important processes and changes in the natural world around them. I can experiment with making changes to materials. I can ask and answer 'how' and 'why' questions, such as how things happened and how things work. I can name the four seasons. I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter. I choose how I can classify objects according to their properties. I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism. I can describe and make comparisons. I notice and describe seasonal weather patterns. I can ask and answer 'how' and 'why' questions. I make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles. I can explain how and why sounds can be changed. I can use the correct basic scientific vocabulary to describe parts of plants.	Confidently asks and answers a variety of questions about the objects, plants, animals and natural world they observe. Discusses similarities and differences between many objects in their environment. Asks questions about the world around them, and tries to find their own answers. Talks about some of the changes that occur throughout the four seasons and what they may observe. Names some everyday materials and describes how they look/feel. Observes plants and animals in their natural environment. Confidently names some of the parts of animals, plants and humans. Enthusiastically takes part in scientific investigations and starts to use relevant scientific vocabulary.
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