



Progression of skills map for: UNDERSTANDING THE WORLD
2022-2023

	YE - Birth to 3	Nursery 3-4yrs	Reception Year
Impact	<ul style="list-style-type: none">• Taking notice of the world around them.• To know the people in our family.• Notice differences between people.• Repeat actions that have an effect.	<ul style="list-style-type: none">• Use all my senses to explore and describe the natural world around me.• Care for my class plants and pets.• Begin to know myself, my community and develop a positive attitude about the differences within.• Explore how things work.	<ul style="list-style-type: none">• Understand how to read a simple map.• Care for an animal.• Know their own family tree.• Appreciate different religious and cultural communities in their own hometown, and around the world.

Implementation

- Provide an interesting setting environment that sparks curiosity and free exploration. Suggestions: different levels, dens, curiosity boxes, calm areas, role-play, small world, construction, malleable play, sensory area including change of lighting, sand and waterplay, play equipment that reflects cultural diversity and open-ended play materials of different textures, sounds and smells.
- Provide interesting natural environments for children to explore freely outdoors. Suggestions: Plants, leave grass to grow long, rocks to encourage beasts, bug hotels, logs, variety of plants and flowers etc
- Encourage children to enjoy and explore the natural world. Suggestions: standing in the rain with wellies and umbrellas, walking through tall grass, splashing in puddles, seeing the spring plants grow and flowers blossom, looking for worms and minibeasts.
- Plan for visits to other places and point out the differences to their setting.
- Model exploration whilst encouraging respect for their environment. For example, the careful handling of a worm and helping children return it to the dug-up soil, carefully planting, watering and looking after plants they have grown from seeds
- Make collections of natural materials such as leaves twigs, pinecones, acorns and conkers.
- Collect and display in the home corner photos of children and their families. Talk about the photos naming who is in them, pointing out the similar and different features to other children's families.
- In the home corner, small world and reading den display and provide items that reflect cultural differences such as books, photos, decorations, artefacts etc.
- Plan for and celebrate cultural, religious and community events and experiences.

- Provide interesting natural environments for children to explore freely outdoors. Suggestions: Plants, leave grass to grow long, rocks to encourage beasts, bug hotels, logs, variety of plants and flowers etc
- Make collections of natural materials to investigate and talk about. Suggestions: contrasting pieces of bark, different types of leaves and seeds, different types of rocks, different shells and pebbles from the beach, acorns, conkers, pinecones etc
- Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.
- Display in different areas and refer children to nature books, wall displays and online resources. This will support their investigations, their vocabulary development and extend their knowledge and ways of thinking.
- Have curiosity boxes/baskets/ tables with natural materials in. Accompany with nature books.
- Plant seeds and bulbs so children observe growth and decay over time. Show and explain the concepts of growth and change. Observe fruit and vegetables going brown and mouldy over time.
- Have a class pet/ buy in eggs to observe hatching and care for over a period. Use books/ visitors to learn how to care for animals. Help children use their learning to actively set out and follow routines of care.
- Record plant and animal life cycles using media of their choices to reflect on the changes e.g., digitally or making illustrations.
- Plan and introduce new vocabulary related to plant and animal growth. Encourage children to use it in their discussions
- Collect and display in the home corner photos of children and their families. Talk about photos, memories, and the differences in families. Explain and model the concept of 'different families, same love'. Display and refer to books about differences and similarities.
- In the home corner, small world and reading den display and provide items that reflect cultural differences such as books, photos, recipe cards, decorations, artefacts etc.
- Plan for and celebrate cultural, religious and community events and experiences.
- Plan to visit services in Marsh Green and invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.
- Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Provide role-play and small world props to explore the

- Plan for a walk around the local area, draw children's attention to the immediate environment, introducing and modelling new vocabulary.
- Familiarise children with the names of the local roads and the names of Marsh Green and Wigan areas they live in.
- Display and encourage the children to use in their play an aerial view of the school and model the vocabulary that goes with it.
- Provide resources for children to draw their own maps of the area.
- Extend their map making skills to other areas such as making maps of story settings.
- Have a class pet. Use books/ visitors to learn about the basic needs of animals and how to care for them. Help children use their learning to actively set out and follow routines of care.
- Plan dedicated talk time about families, giving opportunities for children to show and tell photos and special artefacts that belong to their family.
- Collect and display in the home corner photos of children and their families. Talk about photos, memories, and the differences in families. Explain and model the concept of 'different families, same love'. Display and refer to books about differences and similarities.
- Display and use photos and information books of places of worship. Name and explain the purpose of places of worship and places of local importance to the community. Encourage children to draw on their own experiences where possible.
- Plan visits to take children to places of worship and places of local importance in the community.
- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
- Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

	<ul style="list-style-type: none"> • Display and have resources which include positive images of people who are disabled, from the different cultures in and out of our local community, books and play materials that reflect the diversity of life including racial and religious diversity, and materials which confront gender stereotypes. • Equip the home corner with dressing up materials, play food, props, photos, and books that reflect diversity. • Provide open-ended play materials inside and outdoors. Suggestion: Treasure Baskets for repeated exploration of textures, sounds, smells and tastes. • Engage children in dance, songs, rhymes, stories with repeated refrains. 	<p>different occupations. Challenge gender and other stereotypes.</p> <ul style="list-style-type: none"> • Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards. 	<ul style="list-style-type: none"> • Plan a rich bank of vocabulary to model and for which children can describe their own lives and the lives of others. • Teach children about places in the world that contrast with locations they know well. Display and use images, books, artefacts, small world and role-play props related to contrasting places for children to explore in their play and learning. • Use relevant, specific vocabulary to describe contrasting locations.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<ul style="list-style-type: none"> • I take safe take risks to explore my setting indoors and outdoors. • I notice different natural phenomena including the weather, change of season, growth and decay of plants in both my setting and trips. • I respond to these through gestures, expressions, and talk. • I know and can name the people in my immediate family. • I know and can make connections between the features in my family and other people's families, • I know and show the similarities and differences I see through talk, questions or gestures. • I show curiosity about people. • I know and notice the differences and similarities between people. • I return to and repeat an activity or action that I enjoy. 	<ul style="list-style-type: none"> • I take safe risks to look at, smell, listen, feel and taste things in the natural world around me. • I know how to use a magnifying glass to look at things more closely. • I know and can use words that I have learned from books and adults around me to describe what I see, hear, feel, smell and taste in autumn, winter, spring and summer. • I can plant seeds and I know how to care for growing plants. • I know and can describe the key features of the life cycle of a plant and an animal. • I am beginning to show an understanding of the need to respect and care for the natural environment and all living things. • I know and can name who is in my wider family and represent this through my own choice of media for example creating pictures and through role-play, • I know and can talk about my family members and their roles. • I show a positive attitude about other people's families and how they are different from my own. • I know and can identify different people in my community, the roles they have and how they help me. • I know and can use words I have learned from books and the adults around me to name and describe the roles of other people. • I know how to make mechanical equipment move following my investigations. • I show resilience towards the challenge of problem solving how to operate equipment. 	<ul style="list-style-type: none"> • I know and can identify the different features on a map e.g. town, buildings, roads and open space etc. • I know and can use words that I have learnt from maps, books, and the adults around me to talk about what I see on a map • I know the basic needs of an animal. • I know and can use my knowledge of what animals need to help care for a class pet. • I know and can begin to organise my family using basic chronology into a 'family tree'. • I know and can describe my family in increasing detail. • I understand that some places are special to members of my class and community e.g., places of worship. • I recognise that people have different beliefs and celebrate special times in different ways. • I know and can identify and name some of those beliefs and their festivals. • I know and can recognise some similarities and differences between life in this country and life in other countries.
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