



Normanton-on-Soar Primary School

EYFS UTW Progress Model

Taught in F1, Recapped in F2-

Taught in F2-

Key learning	Small steps of progress	Knowledge by end of Reception	Future learning links
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History in provision

- Photos of the children's family and friends
- Role play corner/ small world themes with different occupations & roles in the community – police, firefighters, doctors, nurses
- Share stories, songs and pictures from things in the past and present from a range of cultures
- Calendar of the day and month and year (include birthdays, celebrations, holidays)
- timeline of key events



Can talk about themselves and their family	Able to say who they are and who they live with	Can briefly talk about some members of their family	Can talk about members of immediate family in more detail	Can discuss similarities and differences between people in their family		Can name similarities and differences between lives now and in the past	To make simple observations about different types of people, events, beliefs within a society.
Can sequence family members	Sequence family members by age (baby, child, adult)		Sequence family members, by age, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Explain key differences between family members/ ages and say what they can/can't do	Understand that people change as they grow	To begin identifying similarities / differences between objects and ways of life at different times. How are they the same? How are they different? What has changed? What has stayed the same? Continuity and Change—To understand that new technology has resulted in changes in over time.
Can talk about different occupations	Knows that people have different jobs	Shows an interest in different occupations (nurse, doctor, police, fire...)	Talks about a wider range of occupations (electrician, plumber etc)	Is able to discuss different occupations of family members		Can identify similarities and differences between jobs	To use words & phrases like: old, new, yesterday, a long time ago, a week ago, last month, next, further in the past, day, week, month
Can talk about their own past	Briefly talks about things that they did in the past that were important to them when looking at photos eg Christmas/ birthdays/ special occasions		Talks about things that they did in the past that were important to them in more detail when looking at photos eg Christmas/ birthdays/ special occasions/experiences in school		Talks about things that they did in the past that were important to them in more detail from memory eg Christmas/ birthdays/ special occasions/experiences in school		To place events and objects in order. To recognise their own lives are different from lives of people in the past.
Order events over time using language related to past and present	Uses and understands the words old and new to order 2 events – one from the past and one from the present		Uses and understands the words yesterday/ tomorrow correctly to order events		Uses and understands the words past and present and a long time ago to order 3 events from long ago, from recent past and present		
Comments on characters, events and objects from the past	Can sort objects/images into old and new and compare similarities and differences.		Can sort objects/images into past and present and compare similarities and differences.		Begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago		
Talk about famous people in history	Can name some famous people important in history- Queen Elizabeth II/ Neil Armstrong					To name some important people from history and know what they did	

Geography in provision

Books, small world,
role play
Maps, atlases, globes

- Opportunity for children to draw maps of real things or from story settings
 - Photos of places of local importance
 - Construction equipment to build homes
 - trips into local environment
- Walks around the school environment

Can use a map	Knows what a map is used for	Identifies features on a simple map (trees, house, river, mountain)	Can use maps to locate objects in 'real life' around school in a group	Can briefly explain the difference between human and physical features	<ul style="list-style-type: none"> • Draw a simple map • recognise key features on simple maps. 	Use simple maps & globes to help recognise countries within the UK, continents and identified oceans. Identify and describe similarities and differences of their local physical and human environment using simple geographical language. Knows where they live (house, flat, bungalow)
Explores a globe	Knows that a globe is a map of the world	Can identify land and water on the globe		Can point out some countries and continents on the globe- UK, Africa, the Arctic	<ul style="list-style-type: none"> • Can talk about a globe and key features 	
Can talk about homes	Can name different types of homes- house, bungalow, flat	Can name different types of homes- terraced house, detached house, semi-detached house, bungalow, flat, cottage	Can explain features of different homes	Can identify similarities and differences between homes in our country	<ul style="list-style-type: none"> • Look at features of own life and compare to another child in another country. 	
Can talk about their local area	Talk about what they see in their own environment (school/home)		Talk about the local environment (road, village, playpark, church)		Know and name some key features of the local environment	
Can talk about the country that they live in	Knows that we live near Loughborough which is in England	Knows that London is the capital city of England	Know that England is in the UK and that 4 countries make up the UK	Knows that there are different countries and continents in the world and can name some other countries- UK, Africa, the Arctic	<ul style="list-style-type: none"> • Daffodil is the national flower for Wales 	
Can talk about the world they live in	Knows that different countries have different homes	Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world	Can identify similarities and differences between homes in other countries	<ul style="list-style-type: none"> • Know that there are different countries in the world • Can talk about the differences they have experienced or seen in photos. 	Identify characteristics of the 4 countries of the UK.

	Can talk about what life is like in different countries	Can articulate what daily life is like in our country	Explains how life may be different for other children	Makes comparisons between life for children in different countries	<ul style="list-style-type: none"> • Look at features of own environment and compare to another region 	
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Science in provision

Dry sand
Wet sand
Water
Sieves and funnels
floating and sinking
playdough – making and playing
powder paint
cooking
healthy eating
snack station
hydration station
Climbing frame
Wheelbarrows and trailers
Planks and crates
Mud kitchen
Wheeled toys
trowels and plant pots
small world
animals
wood blocks
Vehicles
magnets
Natural materials

Can investigate materials	Can explore collections of materials with similar and/or different properties	Can identify and name everyday materials—wood, plastic, glass and metal	Can talk about the similarities and differences between materials—hard/soft, bumpy/smooth, heavy/ light	Begin to understand why certain materials are better to use for different things—waterproof	Can identify and sort different materials based on their properties and the results from experiments—hard/soft, rough/smooth, heavy/ light, solid/runny or waterproof.	<ul style="list-style-type: none">• To know that objects are made from lots of different materials• Know that materials can be hard, soft, rough/bumpy, smooth, heavy, light, solid, runny and waterproof• To sort materials according to set or own criteria	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials.
Vocabulary	wood, plastic, glass, metal, , rock, paper, card/cardboard, clay, hard, soft, rough, smooth, shiny, dull			Object, material, fabric, wool, stretchy, stiff, bendy, waterproof, transparent			
Begin to understand changes of state	Can notice and talk about what happens to water when it's cold.		Begin to understand that when water gets cold enough it freezes and becomes ice.		Begin to understand that when ice warms up it melts and changes back to water.	Water turns to ice when it get cold enough Ice turns to water when it gets warm	
Vocabulary	Water, ice, melt, freeze, cold, warm, temperature, hot, cold						
Investigate different forces	Forces to change shapes – playdough Squeezing, twisting, pulling, pushing	Investigate push and pull, speed up and slow down, start and stop, change direction	Begin to understand how magnets work and investigate which materials are magnetic and non-magnetic		Begin to understand gravity	Know that some materials are magnetic and some are not Forces can make things: stay still or start to move speed up or slow down change direction change shape.	
Investigate light	Can identify objects that are a 'source of light' and 'not a source of light'.		Can identify sources of light that are natural and man-made			Shadows are made by blocking out light The sun is a source of light	
vocabulary	Light, dark, sun, shadow, torch, battery, on, off, block						

magnifying glasses torches dressing up role play puppets pop-up books, threading beads percussion instruments mirrors rulers balance scales tape measures pipettes spray bottles	Can name parts of the human body	Can name parts of their body-	Can name their	Can name their 5 senses-	Explain what their five senses are used for	<ul style="list-style-type: none"> To know how we stay healthy 	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
	Vocabulary	head, arms, legs, back, neck, elbows, shoulders, knees, feet.	eyes, ears, nose, hands and mouth	sight, hearing, smell, touch, taste	Looking, listening, smelling, touching and tasting	To know that we use our senses to find out about the world around us	
	Can talk about the weather	Understand and name different weather	Understands that different seasons have different weather	Understands that the weather changes and that in different countries you have different weather	Understands that in different weathers/ climates that you would need to wear different clothes	<ul style="list-style-type: none"> we need different clothes for different weathers In England it is cold in the winter and hot in the summer The Antarctic is the coldest place in the world The equator is the hottest part of the world	Observe and describe weather associated with the seasons and how day length varies. Observe changes across the four seasons.
	Vocabulary	Sunny, cloudy, rainy, foggy, snowy	Seasons, weather, hot cold	Antarctic equator	warm		
	Can talk about the four seasons	Know that there are four seasons in a year and name them	Begin to be able to talk about some of the changes in each seasons	Order the seasons	Be able to talk about similarities and differences and compare each of the four seasons	<ul style="list-style-type: none"> Know there are 4 seasons in a year Name the 4 seasons in order Know it is cold in the winter In Spring the weather gets warmer In Spring plants start to grow Daffodils growing is a sign of Spring 	

	Vocabulary	grow, flower, plant, tree, leaf, sun, wind, weather, same, different			Seasons, Autumn, Winter, Spring, Summer, evergreen, freeze, melt, ice, hibernate, migration, warmer, temperature, similar				
	Can talk about plants	Can identify a plant and understand it is a living thing	Can say what a plant needs to grow- water, light, food, seed, bulb, soil		Names parts of a plant		Can explain the lifecycle of a sunflower	<ul style="list-style-type: none">• Know that a flowering plant has roots, stem, leaves and flowers• Know sunflower, daisy and a daffodil by sight• Know a silver birch tree by sight• A daffodil is a flower	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.
	Vocabulary	growth, evergreen, flower, plant, tree, roots, stem, leaf, trunk, same, similar, different, sort, language to describe colour, shape, comparative language of size.							
	Can talk about animals/ insects	Children will recognise and name some common animals and insects in the UK:	Can identify and say the name of baby animals:	Children can recognise and name some common sea creatures:	Children can recognise and name some common animals from other countries: (Polar and African animals):	Children understand how certain animals grow and can talk about their life cycle- duck and butterfly	<ul style="list-style-type: none">• To name a farm animal, a pet, a wild animal, a sea creature and an insect• To know animals live in a life cycle• to sort animals by own or set criteria	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	

	Vocabulary	Pets: dog, cat, fish, hamster. Woodland-hedgehog, squirrel, rabbit, fox, badger. Farm- pig, cow, sheep, horse, hen, duck. Insects- spider, caterpillar, butterfly, ladybird, fly, ant, bee.		piglet, calf, duckling, chick, foal, puppy kitten, whale, dolphin, fish, starfish, jellyfish, octopus, polar bear, penguin, artic fox, giraffe, zebra monkey, lion, habitats, life cycle, eggs, mammals, reptiles growth, fish, bird, same, similar, different, sort		Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	Can talk about space	Know that the world is a planet	Know that the world has one moon	Know that there are other planets in our solar system and name some	Know that there is no gravity on the moon	We live on earth We have got a moon Our planet goes around the sun
	Can talk about scientists	Know that a scientist is someone that investigates science as their job		Can name famous scientists-		

Computing links

Computing links	Can use the tools on paint software on the IWB	Mark make on paint software on the Interactive Whiteboard		Select brushes, colours and rubbers when drawing on paint software on the IWB		Use various tools such as brush, pens, stamps, erasers and shapes with support on paint software on the IWB			Understanding how to create digital art using an online paint tool.
	Can play touchscreen games	Can play simple games on the Interactive Whiteboard or an ipad by pressing buttons		Can play simple games on the Interactive Whiteboard or and ipad by dragging and dropping items		Children can independently change games or increase levels of difficulty on games			Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools.
	Can use an ipad	Children can switch an ipad on and off	Children can take photos on the camera on an ipad	Children can record videos on the camera on an ipad	Children can edit photos on an ipad	Erases content and understands how to charge the ipads			Taking and editing photographs. Using a basic range of tools within graphic editing software.
	Can programme	Can programme simple instructions for the beebot using the arrows			Can debug instructions when using the beebot				Programming a Bee-bot/Blue-bot to follow a planned route. Learning to debug instructions

							<p>when things go wrong.</p> <p>Developing a how to video to explain how the Bee-bot/ Blue-bot works.</p> <p>Learning to debug an algorithm in an unplugged scenario.</p>
	Can name, understand and use different technology	Children can name an ipad, laptop, camera and computer	Children can name the parts of a laptop	Children can use a mouse on a laptop	Children can switch on a laptop and login using their username and password		<p>Logging in and out and saving work on their own account.</p> <p>Understand the importance of a password.</p>
	Knows how to keep safe online	Children know to ask for help if needed		Children know about keeping safe online and not sharing personal information.			<p>When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable</p>