



EYFS Progression of Knowledge, Skills and Understanding

Understanding the World

History		
People & Communities, Past & Present		
3 rising to 5	In reception	ELG
<ul style="list-style-type: none"> • Show interest in different occupations. • Remembers and talks about significant events in their own experience. • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talks about past and present events in their own life and in the lives of family members • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now. • Understand the past through settings, characters and events.

Geography		
3 rising to 5	In reception	ELG
<ul style="list-style-type: none"> • Shows care and concern for living things and the environment, • Knows that there are different countries in the world and talk about differences. • Comments and asks questions about their familiar world, such as the place where they live or the natural world. 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Describe what they see, hear and feel whilst outside. • Draw information from a simple map. • Talks about the features of their own immediate environment and how environments might vary from one another. • Recognise some environments that are different from the one in which they live. 	<ul style="list-style-type: none"> • Explain similarities and differences between life in this country and other countries, • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between the natural world around them and contrasting environments.

Computing		
3 rising to 5	In reception	ELG
<ul style="list-style-type: none"> • Explore how things work (UTW) <p><i>This will be evident when a child...</i></p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet 	<ul style="list-style-type: none"> • Show independence, resilience and perseverance in the face of a challenge (PSED) • Develop their small motor skills so they can use a range of tools competently, safely and confidently (PD) <p><i>This will be evident when a child...</i></p> <ul style="list-style-type: none"> • Completes a simple program on electronic devices • Can create content such as stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge (PSED) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD) <p><i>This will be evident when a child...</i></p> <ul style="list-style-type: none"> • 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 • Develops digital literacy skills by being able to access, understand and interact with a range of technologies <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p>

Science		
3 rising to 5	In reception	ELG
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • 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