

Understanding the World Past and Present						ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can talk about me and what I like/dislike.</p> <p>I can order pictures of my family in age order and talk about them.</p> <p>I can recognise that some members of my family were born before after me.</p> <p>I can talk about farming then and now and its importance (harvest festival).</p>	<p>I can talk about the beliefs my family and I have and things that we celebrate.</p> <p>I can describe a key event from the past (gunpowder plot).</p> <p>I know that traditional tales were written in the past.</p> <p>I can recall a traditional tale from the past.</p>	<p>I know that an astronaut is somebody who travels into space.</p>	<p>I know that I am part of my community, and that it is important to help keep it clean and tidy (Litter picking).</p>	<p>I know people have different jobs in my community and how these people help us.</p> <p>I understand the role of a police officer and how they keep me safe.</p> <p>I understand the role of a doctor and how they look after me.</p> <p>I understand the role of a dentist and how they keep us healthy.</p> <p>I can talk about similarities and differences between people who help us now and in the past. (Police uniforms and vehicles).</p> <p>I know that something from the past does not exist anymore (extinct).</p>	<p>I know some similarities and differences between types of transport in the past and present.</p> <p>I know some similarities and differences between the British seaside in the past and present.</p>	<p>Children at a good level of development will:</p> <ul style="list-style-type: none"> • 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.

				<p>I know that dinosaurs lived a long time ago.</p> <p>I know we can use fossils to learn about things from a long time ago.</p> <p>I can observe ice melting in the sun (linked to natural world). (Dinosaurs in balloons / ice trays with fossil stones).</p> <p>I can talk about the differences in technology in the past and present (old and new toys). Linked to toy focus day.</p>		
<p>I can listen to a wide range of stories set in the past and depict events that happened before their own lifetime. Phrases like "once upon a time" or "a long time ago" can serve as cues.</p> <p>I can use my imagination to picture the past and empathise with the characters' experiences.</p>						

Understanding the World People Cultures and Communities						ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I know that I live in New Parks, Leicester.</p> <p>I can participate in a community walk to Pindar Park.</p> <p>I can follow a simple map to Pindar Park.</p> <p>I can talk about how I am the same and different from other people.</p> <p>I can talk about my family and recognise similarities and differences between other families.</p>	<p>I know that different people have different beliefs.</p> <p>I know that Diwali is the festival of light.</p> <p>I can celebrate people's differences.</p> <p>I know that Christmas celebrates the birth of Jesus Christ.</p> <p>I can join in and learn different traditional Christmas songs.</p> <p>I can recognise and talk about some of the similarities and differences between Diwali and Christmas.</p>	<p>I can participate in a community walk to the library</p> <p>I can follow a simple map to the library.</p> <p>I can make my own simple map to Pindar Park or the library.</p> <p>I know the difference between day and night.</p> <p>I know that I live on planet Earth.</p> <p>I know that planet Earth is made up of water and land.</p> <p>I know that I live on planet Earth and that there are other planets.</p> <p>I know that the sun rises and sets in a day.</p>	<p>I can ask and answer questions about Easter during a talk from the local priest.</p> <p>I can describe the weather in India and in England.</p> <p>I can talk about things I would see in India (Tuk-tuk, Taj Mahal and market). (This is covered in our T4W text and UTW lessons).</p> <p>I can taste traditional Indian foods and say if I like or dislike it.</p>	<p>I know why it is important to recycle and look after my community.</p> <p>I can sort items that can be recycled in the classroom.</p>	<p>I can name different types of transport in my community and country.</p> <p>I can name different types of transport that are found in other countries and talk about why they are used. E.g. Tuk- Tuks in Asia, Bullet trains in Japan (we don't have the technology to have these in England yet), and sea planes.</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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. 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.

		I know that the moon comes out at night.				
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Understanding the World The Natural World						ELGs
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	
<p>I can observe and interact with the natural world at Forest School.</p> <p>I can name some common types of flowers and trees.</p> <p>I can participate in open-ended play in the forest school environment. E.g., inventing stories, build structures, and engaging in imaginative play.</p> <p>I can make choices in a safe, supervised environment and this helps me to assess risks and make appropriate decisions.</p> <p>I can participate in activities that spark wonder. E.g., pond dipping, mini beast hunting and leaf rubbing.</p> <p>I can describe the life cycle of an animal and how they change over time. Butterfly.</p> <p>I can describe the life cycle of an animal and how they change over time. Frog.</p> <p>I can describe the life cycle of a plant and how they change over time. Sunflower.</p> <p>I understand that some food comes from plants (botanical gardens trip).</p> <p>I know what a nocturnal animal is and can give some examples.</p> <p>I can think about where animals live and their different habitats.</p>						<p>Children at the expected level of development will:</p> <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

I can talk about the similarities and differences of environments throughout a wide range of stories.

I can observe the seasons changing throughout the year and participate in songs about the seasons.

I can observe ice melting, chocolate melting and then turning solid again, dew forming on grass in the morning (gas to liquid).

them, including the seasons and changing states of matter.

