



# Childer Thornton Primary School



## UTW progress model for knowledge and skills

	Expectations for Nursery			Expectations for Reception			ELG	Links to KS1
History links	Able to say who they are and who they live with	Can talk about their immediate family	Can briefly talk about their wider family	Can talk about memories that are special to them  Compare past and present	Can talk about memories that involve their immediate family	Can talk about similarities and differences between people in their family	<p><b>Talk about the lives of the people around them and their roles in society</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and story telling</b></p>	<p><b>History</b> Changes within living memory</p> <p>About the lives of significant individuals in the past</p>
	Shows an interest in different occupations		Talks about a wider range of occupations	Is able to talk about roles of family members	Can identify emergency situations and knows who to call  Compare past and present	Can identify similarities and differences between jobs		
History vocabulary	Then, now, day, week, old/ new, before, after, today, tomorrow, yesterday, a long time ago, objects, later, earlier, year, special, memories							

<p style="text-align: center;">Geography links</p>	<p>Knows that we live in Childer Thornton</p>	<p>Knows that our country is England</p>	<p>Knows that there are different countries in the world</p>	<p>Can ask questions about the world and enjoys looking at maps</p> <p>Can recognise classroom objects/shapes on a birds eye view/aerial plan of their table.</p> <p>Provide lots of experiences of viewing objects from above and talk about how different they look and why.</p>	<p>Recognise some environments that are different to the one in which they live</p> <p>Can compose and draw their own aerial view plan containing 5 objects on their table</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Can represent and draw a larger more complex plan of more than 5 objects on the carpet.</p> <p>Introduce simple arial plans of the classroom then school. Be able to follow a route around the class then school using the plans.</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps</b></p> <p><b>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.</b></p>	<p><b>Geography</b></p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify the 4 countries and capital cities of the United Kingdom</p> <p>Understand geographical similarities and differences through studying the human and physical geography</p> <p>Can make simple observations, including human and physical features in the local area, at Eastham Woods and Chester Zoo.</p> <p>Can draw a simple sketch map showing key human features of the local area</p> <p>Can use a photo, or film clip taken by an adult to discuss what they have seen.</p>
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								Can work in group with an adult to ask/answer questions about the school, its grounds and local area
Geography vocabulary	Plan, birds eye and arial view, Map, country, ocean, environment, mountain							
RE links	Understands and joins in with own family customs and beliefs	Understands that other people may believe and celebrate different customs and beliefs	Continue to develop positive attitudes about the differences between people.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community	<b>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</b>		
RE vocabulary	Celebrate, belong, community, festival, believe							

Science links	Explore collections of objects using their senses	Explore collections of objects, identifying similar and difference properties  Develops an understanding of changes	Talks about similarities and differences between objects	Identifies changes they notice	Describes the changes they notice	<b>Explore the natural world around them, making observations and drawing pictures of animals and plants</b>  <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b>  <b>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</b>	<b>Science</b>  Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions
	Making simple observations about animals and plants	Makes a basic representation of things they have observed e.g. I've drawn a rabbit.	Begins to correctly represent things that they have observed in their drawings	Begins to add more detail to their drawings	Name and label features of their observations, including drawings		
	See Geography links						
Science vocabulary	Observe, difference, similarities, predict, changes						
Computing links	Explores programmable toys	Understands cause and effect e.g. press forward to move it forward	Uses a simple app	Confidently knows how to use a simple app or game	Understands how to program a toy to get from A to B	Debugging when things go wrong	<b>Computer Science</b>  <b>Computing</b> Understand what algorithms are,

	To know when something makes me sad, either online and in real life	Knows what to do when something makes me sad, either online or in real life	Know they need to be kind online	Knows not to share information	<b>Identifies rules that help keep them safe and healthy when using technology</b>	Use technology safely and respectfully,
	<p>Knows how to safely search online with or without support</p> <p>Taught throughout the year through all topics</p>					Identify where to go for help and support when they have concerns about content