

COURTHOUSE GREEN PRIMARY SCHOOL – PROGRESS MODEL – UTW

| Area | KS1 link | Reception expectations | | Nursery expectations | | Conkers expectations | |
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| History knowledge and Skills | Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time. | Can talk about members of immediate family in more detail Can discuss similarities and differences between people in their family Can talk about past and upcoming events with their immediate family Sequence family (baby, toddler, child, teenager, adult, elderly), explaining who they are and the key differences between what they can/can't do | Is able to discuss different occupations of family members Can identify similarities and differences between jobs Can identify emergency situations and knows who to call | Can talk about any pets that they might have Able to say who they are and who they live with (begin to make sense of their own life story and family's history) Sequence family members by size and name (baby, child, adult) | Shows an interest in different occupations (nurse, doctor, police, fire...) Talks about a wider range of occupations (electrician, plumber etc) | Be exposed to similarities and differences between families | Make connections between the features of their family and other families |
| | Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present. | Compare characters from stories, sharing similarities and differences Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences | Shares some similarities between characters, figures or objects | Shares likes and dislikes | Comments on fictional characters in stories Comments on historical figures or objects in non-fiction texts | | |

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| <p style="font-size: 1.2em; font-family: cursive;">Geography knowledge and skills</p> | <p>Use basic geographical vocabulary to refer to physical and human features</p> | <p>Can briefly explain the difference between human and physical features</p> | <p>Can use maps to locate objects in 'real life'</p> | <p>Identifies features on a simple map (trees, house, river, mountain)</p> | <p>Knows what a map is used for</p> | | |
| | <p>Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country</p> | <p>Knows that 4 countries make up the UK, can name at least 2 and 2 other countries in the world.</p> <p>Can identify similarities and differences between homes in other countries</p> <p>Makes comparisons between life for children in different countries</p> | <p>Can identify similarities and differences between homes in our country</p> | <p>Knows that there are different countries in the world</p> <p>Knows that different countries have different homes</p> <p>Explains how life may be different for other children</p> | <p>Knows that we live in Coventry which is in England</p> <p>Knows where they live (house, flat, bungalow)</p> <p>Can explain features of other homes</p> <p>Can articulate what daily life is like in our country</p> | | |
| | <p>Observe the natural and humanly constructed world around them</p> | <p>Use pictures to compare and contrast environments around the world</p> | <p>Recognise some environments that are different to the one in which they live</p> <p>Name and describe some animals and plants from different countries</p> | <p>Talk about local environments (their road, the park, library, Coventry)</p> <p>Comment on natural processes such as ice melting, objects making shadows</p> | <p>Talk about what they see in their own environment (school/home) using a wide vocabulary</p> <p>Draw animals and plants.</p> | <p>Experience natural phenomena</p> | |

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| <p>Science knowledge and skills</p> | <p>Explores the world around them, asking how and why Q's. Decides how to sort and classify objects.</p> | <p>Explain what their five senses are</p> | <p>Explores the natural world around them</p> <p>Talks about differences between materials and changes they notice.</p> | <p>Explore collections of materials, identifying similar and different properties (changes they notice such as in cooking heating and cooling, melting, floating and sinking, shining light through materials/shadows)</p> | <p>Uses senses in hands on exploration</p> <p>Can name their 5 senses</p> | <p>Explore materials with different properties and textures</p> | <p>Be curious about living things. Model careful handling of minibeasts and looking after plants</p> |
| | <p>Notices links between cause and effect (speed, shape, direction and magnetism)</p> | <p>Explores non-contact forces (gravity and magnetism)</p> | | <p>Explores and talks about forces (push and pull – water pushing up. Stretching elastic, snap a twig)</p> | <p>Explores how things work</p> | <p>Experience toys that have cause and effect such as wind- up toys</p> | |
| | <p>Observe the natural and humanly constructed world around them</p> | <p>Understands the need to respect and care for the natural environment and all living things.</p> | <p>Can talk about different life cycles</p> <p>Can say what plants need to survive</p> | <p>Plants seeds and cares for growing plants with support</p> <p>Can explain the life cycle of a daffodil and a butterfly</p> | <p>Understands the difference between plants and animals</p> | | |
| | <p>Identify seasonal weather patterns</p> | <p>Understand the effect of seasons on the natural world, discussing when and how things grow (draw attention to weather and seasonal features, note and record the weather, how animals behave differently as seasons change)</p> | <p>Names and orders seasons</p> | <p>Can identify what you need to wear for each season and why</p> <p>Name seasons</p> | <p>Understands that the weather changes and that in different countries you have different weather</p> | | |

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| RE knowledge and skills | Describe memories that have happened in their own lives. | Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) | Comments on images of familiar experiences (holidays, visiting the park, going to the dentist) | Comments on recent pictures of experiences in their own life. "This was me at the farm..." | Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali" | Notice differences in people – support children's acceptance | |
| | Can recognise, name and describe religious places. | Knows why religious venues are special and who goes there | Can name different religious venues – Church, Mosque and Gurdwara as a minimum | Knows that there are special places of worship | | | |
| | Describes the main beliefs of a religion. Describes the main festivals of a religion. | Can articulate what others celebrate and begin to explain | Developing positive attitudes about differences between people | Developing positive attitudes about differences between people | Knows that there are differences between what people believe | Experience of different celebrations | |