

COURTHOUSE GREEN PRIMARY SCHOOL – PROGRESS MODEL – UTW

Area	KS1 link	Reception expectations		Nursery expectations		Conkers expectations	
<p>History knowledge and skills</p> <p>Us in history... babies, toddlers</p>	<p>Be aware of the past, using common words and phrases relating to time</p> <p>Use wide vocabulary of everyday historical terms</p> <p>Ask and answer questions</p>	<p>Can talk about members of immediate family in more detail</p> <p>Can discuss similarities and differences between people in their family</p> <p>Can talk about past and upcoming events with their immediate family</p> <p>Sequence family (baby, toddler, child, teenager, adult, elderly), explaining who they are and the key differences between what they can/can't do</p>	<p>Is able to discuss different occupations of family members</p> <p>Can identify similarities and differences between jobs</p>	<p>Can talk about any pets that they might have</p> <p>Able to say who they are and who they live with (begin to make sense of their own life story and family's history)</p> <p>Can identify emergency situations and knows who to call</p> <p>Sequence family members by size and name (baby, child, adult)</p>	<p>Shows an interest in different occupations (nurse, doctor, police, fire...)</p> <p>Talks about a wider range of occupations (electrician, plumber etc)</p>	<p>Be exposed to similarities and differences between families</p>	<p>Make connections between the features of their family and other families</p>
	<p>Choose and use from stories and other sources to show understanding</p> <p>Understand some ways we find out about the past</p> <p>Identify different ways the past is represented</p>	<p>Compare characters from stories, sharing similarities and differences</p> <p>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences (Guy Faulks, Lady Godiva and Florence Nightingale)</p>	<p>Shares some similarities between characters, figures or objects</p>	<p>Shares likes and dislikes</p>	<p>Comments on fictional characters in stories</p> <p>Comments on historical figures or objects in non-fiction texts</p>		

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<p>Geography knowledge and skills</p>	<p>Locational place knowledge</p> <p>Maps of the local area, exploration of Bell Green and Coventry. 4 Compass points</p> <p>Maps of the UK, the 4 countries and capital cities. 4 compass points.</p>	<p>Look at maps on a range of scales</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 use maps to locate objects in 'real life' (in the classroom and outdoor area)</p> <p>Can identify similarities and differences between homes in our country</p> <p>What are our homes like? Knows that different countries have different homes</p> <p>Compare life in this country to life in others.</p> <p>Explains how life may be different for other children</p>	<p>Identifies features on a simple map (trees, house, river, mountain)</p> <p>Knows that there are different countries in the world – link to family history</p>	<p>Knows what a map is used for</p> <p>Knows that we live in Coventry</p> <p>Knows where they live (house, flat, bungalow)</p> <p>Begin to explain features of other homes (Flats have lots of families in, no upstairs)</p> <p>Begin to articulate what daily life is like in our country</p>		
	<p>Human and Physical features</p> <p>Introduction to basic features of Bell Green and Coventry, comparison of human features and local countryside.</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) 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 Draw animals and plants.</p>	<p>Experience natural phenomena</p>	

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Science knowledge and skills	<p>Everyday materials</p> <p>Identify variety of everyday materials Compare and group together a variety of materials</p>	<p>Explain what their five senses are</p> <p>Explores and comments on non-contact forces (gravity and magnetism)</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>Explores forces (push and pull – water pushing up. Stretching elastic, snap a twig)</p>	<p>Uses senses in hands on exploration</p> <p>Begin to name some their 5 senses</p> <p>Explores how things work</p>	<p>Explore materials with different properties and textures</p> <p>Experience toys that have cause and effect such as wind- up toys</p>	<p>Be curious about living things. Model careful handling of minibeasts and looking after plants</p>
	<p>Animals and plants</p> <p>Naming a variety of common plants and trees Structure of flowers/plants Name animal groups such as amphibians and know carnivores, herbivores</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>Begin to say what plants need to survive</p>	<p>Plants seeds and cares for growing plants with support</p> <p>Can briefly explain the life cycle of a plant and a butterfly</p>	<p>Understands the difference between plants and animals</p>	<p>Observe and begin to make comments about plants and animals</p>	
	<p>Seasonal changes</p> <p>Observe changes across the four seasons, describe weather, day length</p>	<p>Understand the effect of seasons on the natural world, discussing when and how things grow (Discuss what can see, hear, feel outside – leaves falling off trees, getting colder, hibernation)</p>	<p>Names and orders seasons</p>	<p>Can identify what you need to wear for each season and why</p> <p>Begin to 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	Autumn: Who is a Christian/muslim and what do they believe? Who is a sikh/hindu and how do they live?	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		
	Spring: What does it mean to belong to a faith community? How and why do we celebrate special times?	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				
	Summer: Sacred books Sacred places How do we care?	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		

Autumn:

Which stories are special and why? (Nativity, Rama and Sita)

Which places are special and why? (Gudwara, mosque, church)

Spring:

Which people are special and why?

What times are special and why? (Birthday, Eid, Diwali, CNY, Christmas)

Summer:

Being special: where do we belong? (school, family, community)

What is special about our world?