



Wooler First School

UTW Progress Model for Knowledge and Skills

| | Links to KS1 curriculum | Expectations for Reception (4 – 5yrs) | | | Expectations for Nursery (3 – 4 yrs) (2 – 3 yrs) | | |
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| History Links | <p>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.</p> | <p>Can discuss similarities and differences between people in their family and other families</p> | <p>Can talk about members of immediate family in more detail</p> | <p>Can talk about past and upcoming events with their immediate family</p> | <p>Can briefly talk about some members of their family</p> | <p>Can talk about any pets that they might have</p> | <p>Able to say who they are and who they live with</p> |
| | | <p>Can identify similarities and differences between jobs</p> | <p>Can identify emergency situations and knows who to call</p> | <p>Is able to discuss different occupations of family members</p> | <p>Talks about a wider range of occupations (electrician, plumber etc)</p> | <p>Shows an interest in different occupations (nurse, doctor, police, fire...)</p> | |
| | <p>Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.</p> | <p>Compare and contrast characters from stories including figures from the past</p> | <p>Talk about similarities and differences between objects and images</p> | <p>Comment on similarities and differences between objects</p> | <p>Comment on images of familiar situations in the past</p> | <p>Begins to talk about characters from past and present, fictional and real</p> | <p>Listens to stories with characters from past and present, fictional and real</p> |
| R.E. Links | <p>Describe memories that have happened in their own lives.</p> | <p>Comments on pictures of a wide range of celebrations (Diwali, Christmas)</p> | <p>Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</p> | <p>Comments on recent pictures of celebrations in their own life. E.g. “This was me celebrating Diwali”</p> | | <p>Comments on recent pictures of experiences in their own life. “This was me at the farm...”</p> | |
| | <p>Describes the main beliefs of a religion. Describes the main festivals of a religion.</p> | <p>Can articulate what others celebrate and begin to explain</p> | | <p>Developing positive attitudes about differences between people</p> | <p>Knows that there are differences between what people believe</p> | | |

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| Geography Links | Use basic geographical vocabulary to refer to physical and human features | Can identify features of the local area on a map | | Is able to look at a simple map and identify some features e.g. road, pond, tree | Knows what a map is used for | | |
| | 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 | Can name the 4 countries of the UK and at least 2 other countries. | Can name some countries from around the world including the UK | | Knows that there are different countries in the world | Knows the name of the town/village they live in and that it is in England and knows our school is in Wooler. | |
| | | Can identify similarities and differences between the lives of children where we live and in other countries | | | Knows that we live in the country and that there are towns and cities | Knows where they live (house, flat, bungalow) | |
| | Observe the natural and humanly constructed world around them | Use pictures to compare and contrast environments around the world | Recognise some environments that are different to the one in which they live | Talk about local environments (their road, the park, library, Wooler) | | Talk about what they see in their own environment (school/home) using a wide vocabulary | |
| Science Links | Explores the world around them, asking how and why Q's. Decides how to sort and classify objects. | Talks about differences between materials and changes they notice. | Explore collections of materials with similar and or different properties. | | Talks about what they see using a wide vocabulary. | Explores collections of materials and the natural world around them using all of their senses. | |
| | Notices links between cause and effect (speed, shape, direction and magnetism) | Explores non-contact forces (gravity and magnetism) | | Explores and talks about forces they can feel e.g. snap a twig, push a boat | | Explores how things work including actions with cause and effect | |
| | Identify seasonal weather patterns | Understand the effect of seasons on the natural world, discussing when and how things grow | | Can identify what you need to wear for each season and why | Understands that the weather changes | Describes what they see, hear and feel whilst outside. | |
| | Observe the natural and humanly constructed world around them | Understands the need to respect and care for the natural environment and all living things. | Can talk about different life cycles | Can say what plants need to survive | Can explain the life cycle of a sunflower and a butterfly | Plants seeds and cares for growing plants with support | Understands the difference between plants and animals |

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| Computing Skills | Can login independently to the school systems and access programmes | Can use the computer and mouse to login and access programmes | Can use an i-pad to complete an activity | Show interest in technology and experiments through play |
| | Understands importance of passwords and personal data not being shared. Knows how to report suspicious activity. | Shows an understanding of the importance of not sharing personal information with strangers. | Beginning to understand the concept of 'think before you click' | Asks an adult for help when using technology |