



Knowledge and Skills Progression – World



	Nursery	Reception
<u>Humankind</u> Communication	Digital technology is used at home and at school for communicating with others. Use a variety of digital technology, such as smartphones and tablets.	Digital technology is used in all parts of everyday life. Some technology is used to communicate with others. Explain that digital technology is used in the home and at school for communication.
Digital citizenship	Engage safely with age-appropriate hardware and software.	Ask to use digital devices to create work in a safe and responsible way.
Staying safe	Know that appropriate adults can help to keep them safe online. Begin to talk about what they would do if they saw something online that makes them sad, scared or worried.	Know that if they see something online that makes that sad, scared or worried, they should tell an adult straight away. Describe what they would do if they saw something online that made them sad, scared or worried.
Everyday life	Talk about special times or events that are important to them.	Talk about past and present events in their own lives and those who are important to them.
Hierarchy and power	Talk about the actions of kings and queens in stories.	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.
Human features and landmarks	Human features of the immediate environment include the school, the playground, streets and houses. Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.	Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Name and talk about man-made features in the local environment, including shops, houses, streets and parks.
Human body	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Identify some of the different body parts from pictures.	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Different body parts are used for different things, such as the eyes are used to see. Draw pictures of the human body and name some of the different body parts.
Settlements and land use	Say how two places in the immediate environment are the same or different.	Describe a contrasting environment to their own.
<u>Processes</u> Physical interactions	When buttons on technological toys are pushed, they will behave in different ways. Input simple instructions, with support, into floor robots and other technological toys.	Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed. Input simple instructions to make technological toys operate, including floor robots and onscreen sprites.
Physical processes	Wind and rain can affect the local environment in different ways. The wind can blow trees down and heavy rain can cause flooding. Notice how the wind and rain can affect the local environment.	All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. Describe how different types of weather affect the local environment.
Climate and weather	Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons. Notice ways that the local environment changes during different seasons.	There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. Record observations about the way the local environment changes throughout each season.
Changes	In the winter, the evenings gets darker earlier. In the summer, the evening stay lighter for longer. Talk about things they can do on winter evenings and things they can do	The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and shorter in winter. Notice and talk about the differences in day length between the seasons.

	on summer evenings and begin to notice the difference in day length.	
Earth	Ways to describe daily weather include sunny, rainy, warm or cold. Weather is warmer in the summer and colder in the winter. Say what the daily weather is like.	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. Describe simply how weather changes as the seasons change.
Pattern seeking	The weather is colder in winter and warmer in summer. Talk about the weather as being warm or cold.	The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter.
Modelling	Toys and models that are powered by a battery can be switched on and off. Play with and explore battery-powered toys and models.	Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. Explore and describe electrical and non-electrical light sources.
Phenomena	Notice and begin to describe natural phenomena, such as weather, rainbows and clouds.	Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave.
Forces	Some objects float and others sink. Talk about and play with objects that float and sink and describe different forces that they can feel.	Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. Describe, predict and sort things that float and sink and talk about the forces that they can feel.
Environment	We should care for the environment. For example, rubbish needs to be put in the bin. Show care for living things and the environment.	Litter has a harmful effect on the areas where we live, work and play. Describe how they can look after their environment.
<u>Creativity</u> Creation	Begin to use software to create images and record sounds and videos.	Use age-appropriate software to create images and record sounds and videos.
Communication	Begin to use words relating to the passage of time when retelling a past event.	Words that help us to describe the passage of time include yesterday, last week, before and then. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.
Report and conclude	Stories, books and pictures give us information about the past. Be aware of people and events from the past by sharing books and looking at photographs.	Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.
<u>Investigation</u> Data and computational thinking	When buttons on technological toys are pushed, they will behave in different ways. Operate technological toys, including floor robots.	Technological toys need instructions to achieve an outcome. Input simple instructions to technological toys, including floor robots and onscreen sprites.
Media	Use a variety of technological equipment.	Talk about how digital technology is used in the home and at school.
Networks	Appreciate that work created on a digital device can be saved and accessed by others.	Recognise that digital work can be saved, shared and accessed from other devices.

Geographical resources	Identify simple geographical features in a photograph.	Maps and photographs can be used to show key features of the local environment. Use photographs and maps to identify and describe human and physical features from their locality.
Data analysis	Use small world toys, such as cars and model houses, to represent data from the locality.	Geographical information can be collected by using simple tally charts and pictograms. Begin to collect simple geographical data during fieldwork activities.
Fieldwork	Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	Fieldwork includes going on walks and visits to collect information about the environment. Take photographs, draw simple picture maps and collect simple data during fieldwork activities.
Observation	Talk about some of the things that they have observed using simple scientific vocabulary.	With support, observe, record and talk about materials and living things.
Measurement	Place two to three items in order based on length, height or capacity.	Simple equipment can be used to measure distance, height, weight and time. With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.
<u>Materials</u> Hardware	Smartphones, tablets and computers are computing hardware. Be aware of a range of computing hardware.	Smartphones, tablets, laptops, computers and floor robots are all types of computing hardware. Explore how to use different computing hardware.
Software	Software, including games, can be used on mobile phones, tablets and computers. Begin to use age-appropriate software.	Software is the programs we use on computers and mobile devices. Use age-appropriate software independently.
Artefacts and sources	Comment and ask questions about objects from the past.	Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.
Natural and man-made materials	Some materials are natural and others are man-made. Notice natural and man-made materials in the environment.	Natural materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things. Name some natural and man-made materials in the environment.
Properties and uses	Different materials can be used for different things because they are hard, soft, bendy or waterproof. Waterproof items, such as Wellington boots, raincoats and umbrellas, protect us from the rain. Explore and talk about materials which are waterproof.	Some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass. Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration.
Identification and classification	Objects are made from different materials. Everyday materials include plastic, wood and glass. Explore and sort everyday items, with support, into groups of the same material.	Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. Name and sort everyday items into groups of the same material.
<u>Nature</u> Real world	Computers and tablets can collect, show and store information. Begin to notice how data can be collected and recorded electronically.	Data can be collected and shown using digital technology. Notice how data can be collected and represented electronically.
Environment	It is everybody's responsibility to look after the environment. Show care for living things and the environment.	Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. Describe ways to look after the immediate environment.
Physical features	Common physical features include fields, rivers and hills. Name some physical features in the immediate environment.	Large physical features include rivers, mountains, oceans and the coastline. Name some common physical features in the locality and beyond.
Nutrition	Animals, including pets, eat different kinds of foods. Describe what a familiar animal or pet eats.	Animals eat different kinds of food, including other animals, plants or both animals and plants. Match animals to the foods that they eat.

Parts and functions	<p>Parts of a plant include flower, petal, leaf and stem. Begin to talk about and draw plants with attention to their parts.</p> <p>Animals have some similar and some different body parts. Begin to talk about and name the body parts of common animals, including pets.</p>	<p>Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves. Name and describe basic features of plants and trees.</p> <p>Different animal groups have some common body parts, such as birds have wings and fish have fins. Identify common features for different groups of animals, including wild and domestic animals.</p>
Identification and classification	<p>Plants and trees are living things. Care for growing seeds and plants and describe observable features of different types of plants and trees.</p> <p>Animals are living things. There are lots of different types of animals. Pets are animals. Name a variety of domestic and wild animals.</p>	<p>Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. Begin to name and group plants and trees according to their observable features.</p> <p>Animals are living things. There are different types of animal. Parent and baby mammals include cow and calf, sheep and lamb, and cat and kitten. Parent and baby birds include duck and duckling, chicken and chick, and goose and gosling. Match animals to their young.</p>
Survival	Plants and animals are living things. They need food and water to survive. Begin to talk about ways to care for a plant or animal.	Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. Describe some ways that plants or animals should be cared for in order for them to survive.
Origins of food	Food can come from plants or animals. Explore and try a range of foods and suggest where they come from.	Food comes from different sources, including from animals, such as meat, fish, eggs and dairy, or from plants, such as fruit and vegetables. Begin to identify the origins of some foods.
<u>Place and Space</u> Digital world	People use digital devices for many reasons, including communicating and playing games. Notice things that people do on digital devices, such as playing games and communicating with others.	People use digital devices for many reasons, including playing games, communicating, finding information and watching videos. Talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos.
Real world	Digital technology is used at home and at school. Examples include smartphones and tablets. Use a variety of digital technology, such as technological toys and mobile devices.	Digital technology is used in all parts of everyday life. Examples include smartphones, tablets, microwaves and washing machines. Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond.
Diversity	Shows an interest in different occupations and the lives of familiar people.	Talk about the different occupations that familiar adults and members of their community have.
Local history	Explore photographs to show how the school or locality has changed over time.	Explore and talk about important events in the school or locality's history.
UK	Show an interest in the place they live on a map or globe.	Identify the United Kingdom on a world map or globe.
Maps	Describe a familiar route and use maps as part of role play.	A map is a picture or drawing of an area of land or sea. Make and use simple maps in their play to represent places and journeys, real and imagined.
World	The world has lots of different places. Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	Globes and maps can show us the location of different places around the world. Begin to notice and talk about the different places around the world, including oceans and seas
Place in the world	Develop their sense of responsibility and membership of a community. Develop positive attitudes about the differences between people.	Show an awareness of the similarities and differences between people in different communities and groups from around the world.
Location	Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.

	stories.	
Habitats	A habitat is a place where living things live. Living things, including plants and animals, live in the local environment. Begin to observe and talk about living things in the local environment.	A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. Observe and describe living things and their habitats within the local environment.
<u>Comparison</u> Digital searching	Seek support from adults to retrieve digital content including online.	Navigate to find digital content, in digital folders and online, with supervision.
Compare and contrast	Begin to notice similarities and differences between life now and in the past. Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.	Describe some similarities and differences between things in the past and the present. Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.
Phenomena	Shadows are made on sunny days. They can be big or small and can change shape and size. Play with objects or their own body outside to create shadows.	A shadow is the same shape as the object that makes it. Shadows change during the day. Make a shadow bigger or smaller using toys, play equipment and a light source.
Physical things	Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder.	Objects can be compared and grouped according to their shape, colour, material or use. Compare and group objects and materials according to simple given criteria.
<u>Significance</u> Significant events	A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations. Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.	A significant event is something that is important to them or other people. Photographs and videos are used to record these events. Listen to stories and discuss significant events from the past.
Significant people	Comment and ask questions about significant people that they have seen in books and photographs.	Some people in history are significant because they did important things that changed the world or how we live. Share stories and talk about significant people who lived in the past.
Significant places	Talk about and ask questions about places that are important to them.	A place can be important because of its location, use buildings or landscape. Discuss and describe places that are important to them.
<u>Change</u> British history	The past includes the things that happened yesterday, last week, last year or long ago. Talk about things that happened in the past.	Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past.
Changes over time	Pictures and books can show how life was different in the past. Begin to spot similarities and differences between pictures of the past and the modern day.	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.
Chronology	Relive past experiences through role play activities and retell events in order.	Put familiar events in chronological order, using pictures and discussion.
Geographical change	Notice and talk about how things have changed in the local environment.	Discuss how the local environment has changed over time using photographs and first-hand experiences.
Living things	Living things change and grow. Say how a living thing has changed over time.	Living things change over time. This includes growth and decay. Explore the natural world around them and give simple descriptions, following observation, of changes.

Life changes	Begin to notice changes that have happened in their lives.	Change happens to everyone. Changes happen in families and environments. Recognise and begin to talk about how their lives have changed as they have grown.
Physical development	Say how they have changed over time.	People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. Recognise and discuss how they have changed from when they were babies.