

CGPS Progress Model for Knowledge and Skills

Understanding the World



	Nursery				Reception		
History Links	Able to say who they are and who they live with	Can talk about any pets that they might have	Can briefly talk about some members of their family	Can talk about past and upcoming events with their immediate family	Can talk about members of immediate family in more detail	Can discuss similarities and differences between people in their family	
	Shows an interest in different occupations (nurse, doctor, police, fire...)	Talks about a wider range of occupations (electrician, plumber etc)	Is able to discuss different occupations of family members	Can identify emergency situations and knows who to call	Can identify similarities and differences between jobs		
	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members, explaining who they are and the key differences between what they can/can't do		
	Comments on fictional characters in stories	Shares likes and dislikes	Shares some similarities between characters, figures or objects	Compare and contrast characters from stories, sharing similarities and differences			
	Comments on historical figures or objects in non-fiction texts			Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences			
Knowledge to be Taught: Transport – different vehicles and where they can be found Dinosaurs – where are they now? Discuss similarities and differences between dinosaurs and landscapes Body parts – link to different occupations or growth							
R.E Links	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"	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Knows why religious venues are special and who goes there			
	Knows that there are special places of worship	Can name different religious venues – Church, Mosque and Gurdwara as a minimum					
	Knows that there are differences between what people believe		Developing positive attitudes about differences between people		Can articulate what festivals others celebrate		

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				and begin to explain in more detail
Knowledge to be Taught: See R.E MTP				
Geography Links	Knows what a map is used for	Identifies features on a simple map – in familiar environments such as the classroom and outdoors	Can use maps to locate objects in 'real life'	Can briefly explain the difference between H&P features – which items can and can't be moved
	Knows that we live in York which is in a country called England	Knows that there are different countries in the world		Children ask questions about the world and enjoy looking at maps and globes
	Knows where they live (house, flat, bungalow)	Can explain features of other homes	Knows that different countries have different homes	Can identify similarities and differences between homes in our country
	Can articulate what daily life is like for them in our country	Using pictures, explains what life may be like for children in other countries	Makes comparisons between life for children this country and other countries	
	Talk about what they see in their own environment (school/home) using a wide vocabulary	Talk about local environments (their road, the park, library, York)	Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world
Knowledge to be Taught: Transport – how can you travel to different places around the world? Environments – farms, towns, cities, rural areas Houses and homes – different houses and homes around the world (internally and externally)				
Science	Explore collections of materials	Explore collections of materials, identifying similar and different properties		Talks about differences between materials and changes they notice.
	Uses senses in hands on exploration		Can name their 5 senses	
	Explores how things work		Explores and talks about forces (push and pull)	
	Understands that the weather changes and that in different countries you have different weather	Can identify what you need to wear for each season and why	Names and orders seasons	Understand the effect of seasons on the natural world, discussing when and how things grow

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	Understands the difference between plants and animals	Plants seeds and cares for growing plants with support	Can explain the life cycle of a daffodil and a butterfly	Can say what plants need to survive	Can talk about different life cycles	Understands the need to respect and care for the natural environment and all living things.
<p>Knowledge to be Taught:</p> <p style="text-align: center;">New Life – Plants and growth, including how we care for them Animals and their young – where different animals live and how we can care for them Floating and Sinking, Sorting by material, Magnetism</p>						
Computing Links	Mark make on paint software on the Interactive Whiteboard	Select brushes, colours and rubbers when drawing on paint software		Use various tools such as brush, pens, stamps, erasers and shapes with support		
	Can play simple games on the Interactive Whiteboard by pressing buttons		Can play simple games on the Interactive Whiteboard by dragging and dropping items		Children can independently change games or increase levels of difficulty on games	
	Children can switch a camera on and off	Children can take photos on the camera	Children can record videos on the camera	Children can edit photos	Erases content and understands how to charge the cameras	
	Children know to ask for help if needed				Children know what personal information is and know that it should not be shared online	