



# Great Orton Primary School

## UW progress model for knowledge and skills

Minimum expectation for Nursery			Minimum expectation for Reception			ELG	Links to KS1
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	<b>ELG- Past and Present</b>  Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.  .	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.
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		
Comments on fictional characters in stories Comments on historical figures or objects in non-fiction texts		Shares likes and dislikes	Shares some similarities between characters, figures or objects	Compare and contrast characters from stories, sharing similarities and differences Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences			Use stories or accounts to distinguish between fact and fiction. Recognise some

					similarities and differences between past and present.	
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				
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)		<b>ELG-People, Culture and Communities.</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction	Describe memories that have happened in their own lives. Can recognise, name and describe religious places. Describes the main beliefs of a religion. Describes the main festivals of a religion.
Knows that there are special places of worship		Can name different religious venues - Church, Mosque and Gurdwara as a minimum		Knows why religious venues are special and who goes there		
Knows that there are differences between what people believe	Developing positive attitudes about differences between people	Can articulate what festivals others celebrate and begin to explain in more detail				

					texts and (when appropriate) maps.	
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	<b>ELG-The Natural World.</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explores the world around them, asking how and why Q's. Decides how to sort and classify objects.
Knows that we live in West Bromwich 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	Children are able to name towns, cities or countries with familial links.		Notices links between cause and effect (speed, shape, direction and magnetism) Identify seasonal weather patterns Observe the natural and humanly constructed world around them Use basic geographical vocabulary to
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 identify similarities and differences between homes in other countries		
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, West Bromwich)	Recognise some environments that are different to the one in which they live	Use pictures to compare and contrast environments around the world		
Explore collections of materials		Explore collections of materials, identifying	Talks about differences between materials and changes they notice.	Explores the natural world around them		

		similar and different properties						refer to physical and human features 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
Uses senses in hands on exploration		Can name their 5 senses	Explain what their five senses are					
Explores how things work		Explores and talks about forces (push and pull)	Explores non-contact forces (gravity and magnetism)					
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	Identify seasonal weather patterns			
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.			Observe the natural and humanly constructed world around them
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) 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					
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				Computing	Links to KS1	

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			Uses various tools such as brushes, pens, eraser, stamps and shapes	
Children can switch a camera on and off	Children can take photos on the camera	Children can record videos on the camera	Children can retrieve photos	Erases content and understands how to charge the cameras			Identify which things count as personal information. Asks for help when they need it.
Children know to ask for help if needed			Children know what personal information is and know that it should not be shared online				