

Somerville Federation

UW progress model for knowledge and skills

	Expectations for the end of 2 year old provision	Expectations for the end of F1	Expectations for F2			Links to KS1
History links	Is able to say who they are and who they live with	Can talk about their wider family and memories that are special to them	Can talk about memories that involve their immediate family & compare past and present	Can talk about similarities and differences between people in their family	ELG: Talk about the lives of the people around them and their roles in society	History Changes within living memory: Coronation About the lives of significant individuals in the past Y1 Summer: Grace Darling Y2 Spring 1: Florence Nightingale and Mary Seacole. Y2 Summer 1: The Moon Landing- Micheal Collins, Buzz Aldrin, Niel Armstrong and Mae Jemison.
	Is beginning to develop an interest in different occupations	Can talk about a range of occupations	Can identify emergency situations and knows who to call	Can identify similarities and differences between jobs	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	
History Vocabulary	Me, mummy, daddy, home, now, occupations linked to interests / topics	Today, yesterday, tomorrow, now, then, old, new, family, occupations linked to interests / topics			Understand the past through settings, characters and events encountered in books read in class and storytelling	
Geography links	Is familiar with their environments of importance e.g. home / school	Is familiar with environments beyond the classroom / school e.g. forest school, local area. Knows that they live in Seacombe, England and attend Somerville Nursery School)	Can recognise classroom objects/shapes on a bird's eye view/aerial plan of their table.	Can represent and draw a larger more complex plan of more than 5 objects on the carpet.	ELG Describe their immediate environment using knowledge from observation, discussion stories,	Geography Y1 Autumn: Our School: What is a map? How is an aerial photograph different from a bird’s eye view plan? What are physical and human features? What do I like and dislike about the school grounds? Fieldwork

		Knows about other places and countries linked to pupils in our school. (link - transition to primary school)	Knows that there are different countries in the world and can ask questions about the world	Recognise some similarities and differences between life in this country and life in other countries	non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	What are the four countries of the UK? What are continents? What are the countries and capital cities in the UK? Y1 Autumn 2: London Y1 Spring Term: Australia and Wales Y2 Autumn: Our World
Geography vocabulary	<i>classroom, playground, orchard area, nursery, home</i>	<i>Somerville nursery School, primary school, classroom, playground, Forest School, Flora & fauna linked to grounds and topics. Inside, outside. Weather, rainy, sunny, cloudy, windy Left, right, straight, bottom, top, outside, in, down, inside, under, behind, below, garage, Patterns, change, same, different</i>	<i>Plan, birds eye and arial view, Map, country, ocean, environment, mountain</i>			Where do we live and what is around me? What are the four countries of the UK and their capital cities? What are the names of the seas that surround the UK? How is the earth made up? What are the names of the five oceans and seven continents and where are they in relation to each other? What is the equator and where is it located?
R.E.	Joins in with own family customs and beliefs	Knows that other people may believe and celebrate different customs and beliefs.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community	ELG: 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	
R.E. linked vocabulary	<i>celebrate</i>	<i>Celebrate, belong, community, festival</i>	<i>Celebrate, belong, community, festival, believe</i>			
Science	Uses their senses to explore collections of objects	Explore collections of objects, identifying similar and different properties Develops an understanding of change	Talks about similarities and differences between objects	Identifies changes they notice	ELGs: Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around	Science Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying
	Make simple observations about animals and plants	Identify key features of animals and plants that they observe. May try to represent this through mark making.	Begins to represent things that they have observed in their drawings	Name and label features of their observations, including drawings		

Science vocabulary	<i>see, touch, smell, taste, hear</i>	<i>seasons, spring, summer, autumn, winter, weather, materials, similar, different, hard, soft, rough, smooth, shiny, dull, environment, care, respect, change, growth.</i>	<i>Predict, change look closely, observe, watch, touch, feel, smell, listen, same, similar, different, compare, ask questions, record, sort, group</i>		them, including the seasons and changing states of matter 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	Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions
ICT links	Understand cause and effect when using simple toys e.g. press a button to make a toy pop up	Understands cause and effect when using ICT equipment e.g. press forward to move it forward. Begin to recognise a simple repeating pattern.	Confidently knows how to use a simple app or game	Understands how to program a toy to get from A to B	NO ELG	Computing Understand what algorithms are, Use technology safely and respectfully, Identify where to go for help and support when they have concerns about content
	Develops an understanding of how to keep themselves safe when using technology					
ICT vocabulary	press, push, now, next	forwards, backwards, route, pattern, pattern, colours, shapes, instructions, turn				