

Nursery Understanding the World Progression Document

<u>Autumn A – Marvellous Me</u>	<u>Autumn B - Tis the Season to be Freezin’</u>	<u>Spring A – Explorers (Hartlepool, School, London, China)</u>	<u>Spring B – Explorers (Camping, Beach, Gardening, Easter)</u>	<u>Summer A – Traditional Tales</u>	<u>Summer B – Farmyard Stories</u>
<u>Objectives –</u> Begin to make sense of their own life story and family’s history. Explore how things work. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about differences they have experienced or seen in photos.	<u>Objectives –</u> Explore how things work. Continue to develop positive attitudes about the differences between people. Uses all their senses in hands on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore collections of materials with similar properties. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice.	<u>Objectives –</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice.	<u>Objectives –</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice.	<u>Objectives –</u> Engage in extended conversation about stories, learning new vocab. To sequence a story. Talk about their feelings using words like happy, sad, angry or worried. Talk about what they see, using a wide range of vocabulary. Explore how things work. Continue to develop positive attitudes about differences between people. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.	<u>Objectives –</u> Know many rhymes, be able to talk about familiar and be able to tell a long story. Use all their senses in hands on exploration of natural materials. Understand the features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things.

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<u>Potential lines of enquiry</u> <u>Geographical enquiry</u> Who is in my family? Where do I live? What does my house look like? Is my family the same as my friends? What do I like to play with at home? What does my street look like? How do I get to school? How do I know it is where I live? What do I like or dislike? How old am I? Where do I like to go? <u>Historical enquiry</u> What do I like or dislike? What is my favourite toys? What did I like to play with when I was a baby?	<u>Potential lines of enquiry</u> What happens in the Autumn? What colour do the leaves turn? Why do they fall from the trees? What objects might we see on the ground? Why should we talk care of the natural world? What do pine cones, conkers, leaves and sticks feel like? Would they feel different outside in the wet? How is Winter different to Autumn? What does icy mean? How can we keep warm?	<u>Potential lines of enquiry</u> Where can we walk to in Hartlepool How do you travel to school? What festival do Chinese people celebrate? <u>Geographical enquiry</u> How can we travel to other countries? What is the same in China and Hartlepool? Where do we live? Where is London? How do we get there? <u>Historical enquiry</u> What did Hartlepool used to look like? What did London used to look like? How did they used to travel?	<u>Potential lines of enquiry</u> What has happened over time to your plant? What did we do to make it grow? How can we look after it? What do we sleep in when staying overnight in the woods? What is the life cycle of a caterpillar? How do we stay safe at the beach? What should we do with our rubbish? <u>Historical enquiry</u> What did our plant look like at the beginning? How did it change over time? <u>Geographical Enquiry</u> How do we know how to get to the camping base? What could we follow?	<u>Potential lines of enquiry</u> How do plants grow? How can goldilocks be a better person? How could Jack have made a better choice? Could the ginger bread man find a way not to be eaten?	<u>Potential lines of enquiry</u> What jobs are there to do at a farm? I can talk about different animals on a farm. What does a farm look like? What vehicles might we see? What is the life cycle of a sheep? Why might a vet need to go to a farm?
<u>Secondary lines of enquiry –</u> Recognise how they have changed since they were a baby.	<u>Secondary lines of enquiry</u> What would it be like to live with an eskimo? Describe some natural features of the arctic.	<u>Secondary lines of enquiry –</u> Compare and contrast China, London and Hartlepool.	<u>Secondary lines of enquiry –</u> Talk about the life cycle of a plant. How can we made it grow strong?	<u>Secondary lines of enquiry –</u> To talk about being a kind friend To compare sizes of beanstalks	<u>Secondary lines of enquiry –</u> To be able make plants with cress To talk about being a kind friend

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Begin to make sense of their own life story and their families history. Remember and talk about significant events in their own experiences. Recognise some changes between people, houses and homes. Talk about what they see using a wide range of vocabulary. Recognise some changes between people, houses and homes.	Talk about some of the ways the eskimos live in the arctic Talk about what they see using a wide range of vocabulary. Describe what they would see in the Autumn and Winter. What happens to the leaves in the Autumn? Where do the animals go?	What would it like to be the King? What is his job role? How do we travel to China? Do they eat the same food as we do?	Compare and contrast food you would eat camping to food you would eat at the beach.	To find a different route	To find a different route To think of a plan to get rid of the farmer
<u>Vocabulary –</u> Family (and specific members) Favourite Different Similar Years Before Earlier Younger Growth Change Detached Semi-detached Bungalow Home Age	<u>Vocabulary –</u> Garden Tree Wood Forest Plant Leaves Town Weather Conkers Pine cones Autumn Winter Igloo Eskimo Snow Rain	<u>Vocabulary –</u> Grow Cress Water Travel Dark Light School Walk Car Airplane China Celebrate Festival London King Palace	<u>Vocabulary –</u> Travel Transport Gardening Seeds Plants Stem Leaf Petal Nectar Soil Grow Sunlight Watering can Easter Jesus	<u>Vocabulary –</u> Small Big Medium Hot Cold Sweet Salty Lumpy Tall Beanstalk Castle Giant Cottage Golden egg Bed Broken	<u>Vocabulary –</u> Farm Animals Lamb Calf Chick Foul Kid Piglet Grow Fence Lazy Tired Robber Seeds Plants Farming

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Baby Toddler Child Little Younger	Wind	City Sea Ocean Beach Pollution Fish Jellyfish Whale Shark Dolphin Lifeguard Plastic Recycle	Spring	Scared	
<u>Key observation points for on track –</u> Children can talk about their own family and things they do with their family. They can listen to their friends about their families. Children can say what they could do when they were a baby. Children can talk about their families when look at photographs. Children can share memories by imitating adult responsibilities in role play.	<u>Key observation points for on track –</u> Describe features of Autumn. What clothes would you wear in the Arctic? If you were going to the arctic what would you pack in your suitcase? Compare weather in Autumn and Winter.	<u>Key observation points for on track –</u> Children will draw their journey to school They will draw their favourite toys in their house. Talk about different ways of travelling. Name people from the royal family Talk about where the King lives. Know and understand how to stay safe at the beach	<u>Key observation points for on track –</u> Can walk about the life cycle of a plant and caterpillar. Know that things change over time. Talk about what happens in spring. Explain main facts of the Easter story.	<u>Key observation points for on track –</u> Can retell a story. Can say what happening in the beginning and end of a story. Can predict what might happen next Can change one part of a written story.	<u>Key observation points for on track –</u> Can match and name animals and their babies. Can say what animals eat to keep healthy. Say what the job of a farmer is.
<u>Key texts –</u> Super Duper You – Sophy	<u>Key texts –</u> Goodbye Summer, Hello	<u>Key texts –</u>	<u>Key texts –</u> Peppa goes Camping	<u>Key texts –</u> Jack and the Beanstalk	<u>Key texts –</u>

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Henn In every house on every street– Jess Hitchman Titch – Pat Hutchins The skin you live in— Michael Tyler What makes me a me? Ben Faulks Our Class is a family– Shannon Olsen You Choose Nick Sharratt	Autumn– Kenard Pak Red leaf, yellow leaf– Lois Ehlert Winter is here– Heidi Pross Gray Arctic White – Danna Smith Christmas Story	Let’s go for a walk- Ranger Hamza Topsy and Tim go to School- Jean and Gareth Adamson Maisy’s Chinese New Year- Lucy Cousins Paddington at the Palace- Michael Bond	Maisy goes Camping- Lucy Cousins Maisy grows a Garden- Lucy Cousins The Very Hungry Caterpillar- Eric Carle Peppa at the Beach- Ladybird Harry Saves the Ocean- NGK The Easter Story	Goldilocks and the Three Bears The Gingerbread Man The Ugly Duckling The Three Little Pigs	What the ladybird heard- Julia Donaldson Rosie’s Walk- Pat Hutchins On the Farm- Axel Scheffler Noisy Farm- Usborne books Farmer Duck- Martin Waddell
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