| EARLY YEARS FOUNDATION STAGE | |
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| **Long Term Curriculum Map** | |
| **Area of Learning:** | **Aspects of Learning:** |
| Understanding the World | Past and Present<br>People and Communities<br>The World |

**Intent**

*To provide rich, meaningful experiences that broaden children's knowledge and understanding of the world, fostering curiosity, respect for diversity and a sense of wonder about people, places and nature.*

Curriculum intent for Understanding the World:

- Show curiosity about the world around them and ask questions about what they see and experience.
- Explore and investigate their environment through play, observation and hands-on experiences.
- Understand similarities and differences between people, places, cultures and communities.
- Talk about their own lives, families and past and present experiences.
- Make sense of the natural world, including plants, animals, seasons and changes over time.
- Develop early scientific thinking through predicting, exploring and discussing.
- Recognise and respect different traditions, beliefs and ways of life.
- Understand their place within their local community and the wider world.
- Care for the environment and living things through responsible and respectful actions.

Created by Louise Cheetham (Early Years Team Leader) with reference to Mary Sheridan: From Birth to Five Years: Children's Developmental Progress (2014), DfE: EYFS Statutory Framework (2025), DfE: Development Matters (2023) and Early Years Coalition: Birth to 5 Matters (2021).

| **PAST & PRESENT: Progression of Knowledge and Skills** | |
|---|---|
| **0 – 12 months**<br>*Children will: start to recognise people, places and routines through everyday experiences.* | |
| **0 – 6 months** | **6 – 12 months** |
| *Recognises familiar faces and events.<br>*Develops early memory of routine events, e.g. bath time. | *Recognises familiar people and pets in photographs.<br>*Understands that people and things exist even when not seen. |
| **PAST & PRESENT: Progression of Knowledge and Skills**<br>**12 – 24 months**<br>*Children will: develop early awareness of themselves, their families and their routines.* | |
| **12 - 18 months** | **18 - 24 months** |
| *Remembers people that are not present.<br>*Begins to anticipate familiar events, e.g. "After snack, we go outside".<br>*Starts to recall familiar experiences and routines. | *Starts to recall and talk about familiar experiences, e.g. "We went park".<br>*Begins to remember and talk about events that happened earlier.<br>*Recognises people and places even after time apart.<br>*Starts to connect past and present experiences through play and talk. |

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| **PAST & PRESENT: Progression of Knowledge and Skills**<br>**2-3years**<br>*Children will: begin understanding time in everyday life, making connections between their experiences and the idea of change.* | | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **End of Stage** |
| *Recognise familiar routines, such as snack time, nap time, home time.<br>*Use simple language about time: "now", "later", "soon".<br>*Talk about what they are doing in the moment.<br>*Begin to recall something that happened earlier in the day.<br>*Understand that their day has a sequence (e.g. breakfast – nursery – home). | *Recognise and name family members.<br>*Look at and talk about family photos or familiar adults.<br>*Begin to notice that people have changed, e.g. "That's me when I was a baby".<br>*Recognise people in their community who help, e.g. doctor, teacher, postman. | *Notice differences between past and present, e.g. "it used to be cold, now it's warm".<br>*Begin to use language like "before", "yesterday" with support.<br>*Recognise that things grow and change (plants, people, weather). | *Compare baby and toddler photos.<br>*Show curiosity about how things work or grow.<br>*Observe simple changes in plants or animals over time.<br>*Use simple descriptive language, e.g. "bigger", "new". | *Recall and talk about recent celebrations, e.g. birthdays, holidays.<br>*Use props, role-play or stories to re-enact familiar events. | *Talk about changes in their environment or routines.<br>*Start to link past experiences with the present, e.g. "We did that before".<br>*Begin to express curiosity about what will happen next, "tomorrow we go park". | *Recognise themselves and others as part of the past and present.<br>*Understand the concept of "now" and "then" in very simple terms.<br>*Recognise familiar people, places and objects from their own lives.<br>*Shows awareness that life involves change.<br>*Understand that objects and people have a history. |

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| **PAST & PRESENT: Progression of Knowledge and Skills**<br>**3 – 4 years**<br>*Children will: build early skills in remembering, comparing and talking about change in their own lives.* | | | | | | |
|---|---|---|---|---|---|---|
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **End of Stage** |
| *Talk about themselves and their families in more detail, "I live with with…".<br>*Recognise that family members are different ages and roles.<br>*Recall events that have happened to them recently. "we went to the park yesterday".<br>*Recognise that they were once babies and are growing older.<br>*Begin to show interest in family stories or photo albums. | *Describe changes in themselves and others, "I'm taller now", "The baby can't walk yet".<br>*Begin to use simple language like "before", "after", "yesterday", "tomorrow".<br>*Compare old and new photographs, noticing differences.<br>*Understand that people and animals grow and change at different rates.<br>*Shows curiosity about how things change, e.g. plants, weather, people. | *Recognise that people lived "a long time ago."<br>*Compare past and present ways of living.<br>*Engage with stories and images from the past.<br>*Show an emerging curiosity about how life used to be different. | *Observe and talk about seasonal changes, e.g. leaves, weather.<br>*Recall past experiences linked to seasons, "we wore coats in winter".<br>*Begin to predict what will happen next, "soon it will be warm again".<br>*Compare photographs of outdoor environments across seasons.<br>*Express curiosity about how time changes the world around them. | *Recall personal experiences from special occasions, e.g. birthdays, celebrations.<br>*Recognise that events happen every year, e.g. "It's nearly my birthday again."<br>*Sequence familiar events, e.g. morning routine.<br>*Retell experiences using time order, e.g. "First we…", "then we". | *Talk about things that have happened and what might happen next.<br>*Use more accurate time language.<br>*Recall experiences from earlier in the year and link them to now, prompted by photographs.<br>*Recognise that people, objects and places change over time.<br>*Show understanding of simple timelines through story or photographs. | *Understand the concept of 'past' and 'present' more clearly.<br>*Recognise that they, their family and the world around them change over time.<br>*Know simple family history and significant events in their lives.<br>*Recognise events that happen regularly, e.g. birthdays, holidays, seasonal changes. |

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| **PAST & PRESENT: Progression of Knowledge and Skills**<br>**4 – 5 years**<br>*Children will: build a deeper awareness of personal history, family history and how the world changes.* | | | | | | |
|---|---|---|---|---|---|---|
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** |
| *Talk confidently about themselves and their family, "When I was little…", "My baby brother can't walk yet".<br>*Recall events from their own past with increasing detail and sequence.<br>*Understand that they are growing and changing over time.<br>*Recognise that everyone has their own family history and experiences.<br>*Begin to ask questions about their own past, e.g. "What did I do when I was a baby?" | *Identify people who help them, e.g. nurse, firefighter.<br>*Learn about how these roles have changed over time.<br>*Notice differences in uniforms, equipment or transport.<br>*Talk about community roles in the past through photos and stories. | *Compare artifacts from the past with modern ones.<br>*Recognise that materials and technology have changed.<br>*Use descriptive vocabulary: "older", "newer", "different", "the same".<br>*Sequence how objects and play have changed over time. | *Engage with traditional tales and historical stories.<br>*Retell familiar stories in time order using phrases like "first", "next", "then", "after that".<br>*Recognise differences between real and fictional pasts.<br>*Begin to connect story events to their own experiences. | *Recall events that are celebrated each year, e.g. bonfire night.<br>*Understand that some events happened long ago and are remembered by many people, e.g. Remembrance Day.<br>*Compare past and present celebrations.<br>*Use time-related vocabulary, e.g. "every year", "a long time ago", "now".<br>*Express emotions and empathy when talking about historical events. | *Recall and sequence key events from across the year.<br>*Discuss how they and their environment have changed, e.g. classroom display.<br>*Begin to predict what will happen in the future, "Next year, I'll be in year one".<br>*Use language of time consistently and meaningfully.<br>*Show confidence in talking about the past and making connections to the present. | *Talk about the lives of the people around them and their roles in society.<br>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br>*Understand the past through settings, characters and events encountered in books read in class and storytelling. |

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| PEOPLE, CULTURE AND COMMUNITIES: Progression of Knowledge and Skills | |
|---|---|
| **0 – 12 months**<br>*Children will: recognise familiar people and respond to social interaction.* | |
| **0 – 6 months** | **6 – 12 months** |
| *Recognise familiar voices and faces.<br>*Track faces with their eyes.<br>*Turn towards voices.<br>*Show pleasure or distress in response to people.<br>*Starts to understand routine. | *Respond to their name.<br>*Show preference for familiar people.<br>*Reach or gesture towards caregiver.<br>*Differentiate familiar and unfamiliar people.<br>*Begin to understand simple social routines. |
| **12 – 24 months**<br>*Children will: develop a sense of identity and belonging by recognising familiar people, routines and roles within their immediate environment.* | |
| **12 - 18 months** | **18 - 24 months** |
| *People they know bring comfort and safety.<br>*Recognise familiar routines and places.<br>*Begin to show awareness of others' emotions.<br>*Copies simple gestures, e.g. clapping.<br>*Begin to recognise differences in people. | *Understand people live in different kinds of homes.<br>*Begins to understand group belonging.<br>*Uses short phrases to name people, objects and activities.<br>*Shows awareness of differences in language, clothing or routine. |

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| **2-3years**<br>*Children will: develop a stronger sense of who they are, how they relate to others and their role within their family, nursery and wider community.* | | | | | | |
|---|---|---|---|---|---|---|
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **End of Stage** |
| *Understand they are unique.<br>*Recognise their family and home.<br>*Talk about themselves and their family.<br>*Show awareness of themselves in photos or mirrors. | *Understand that friends are people we spend time with.<br>*Relationships with others outside the family grow.<br>*Show preference for certain friends.<br>*Begin to share and take turns with support.<br>*Show empathy. | *Recognise familiar places in their community.<br>*Understand that people live and work in different places.<br>*Talk about their home and places they visit.<br>*Recognise community helpers. | *Recognise the roles of helpers in the community.<br>*Understand that helpers keep people safe and cared for.<br>*Can name people who help us and know what they do.<br>*Shows an interest in different jobs. | *Understands that people celebrate in different ways.<br>*Knows that traditions bring people together.<br>*Talk about a celebration they know.<br>*Join in with celebration activities.<br>*Recognise similarities and differences. | *Understand that people are different but belong together.<br>*See diversity as a positive within society.<br>*Recognise differences in appearance, language and traditions.<br>*Shows respect for differences. | *Understands "me" and "my family".<br>*Is building social skills and empathy.<br>*Knows about local places and people.<br>*Recognises people who help them.<br>*Explores celebrations, traditions and diversity.<br>*Appreciates differences and belonging to a wider world. |
| **3 – 4 years**<br>*Children will: explore their own identity, understand relationships, recognise diversity, and begin to appreciate the wider world.* | | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **End of Stage** |
| *Understand that they are part of a family and community.<br>*Know that families can be different shapes and sizes.<br>*Talk about themselves and their family.<br>*Use language to describe relationships. | *Recognise feelings in themselves and others.<br>*Show empathy and concern.<br>*Use language to express feelings.<br>*Cooperate with peers more consistently. | *Recognises places in their community.<br>*Know about people who help us in greater detail.<br>*Talks about the local environment. | *Understand jobs and the reason why people work.<br>*Recognise diversity in jobs and roles.<br>*Names a range of jobs and describes what people do.<br>*Show interest in different roles. | *Understand that people celebrate in different ways.<br>*Understands that traditions and festivals are part of culture.<br>*Joins in cultural celebrations with enthusiasm.<br>*Talks about festivals that they know. | *Understand and talk about how people are different unique.<br>*Shows respect for differences.<br>*Talks about what makes them and others special.<br>*Joins in with group activities. | *Has a greater sense of identity and belonging.<br>*Recognises people and places in the local community.<br>*Knows about jobs and people who help us.<br>*Has a cultural awareness of celebrations, traditions and diversity.<br>*Is respectful and inclusive of others. |

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| **PEOPLE, COMMUNITY & CULTURES: Progression of Knowledge and Skills**<br>**4 – 5 years**<br>*Children will: develop a strong sense of identity, an understanding of diversity and a respect for different cultures and communities.* | | | | | | |
|---|---|---|---|---|---|---|
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** |
| *Understand themselves as part of a family, community and wider world.<br>*Recognise and talks about similarities and differences between people.<br>*Uses descriptive language to talk about themselves and others.<br>*Talks about themselves, their family, likes and dislikes. | *Understands that friendships are built on kindness, respect and understanding.<br>*Knows that people have feelings and emotions and is sensitive to them.<br>*Talks about their feelings and those of others.<br>*Shows empathy and care for friends.<br>*Cooperates in group activities. | *Identifies places and people in their local community and enjoys talking about them.<br>*Uses maps and simple directions effectively.<br>*Understands that communities have shared place, e.g. a church or communal garden. | *Talks about how helpers support communities in different ways.<br>*Understands that jobs are varied and important.<br>*Can name a range of jobs and describe responsibilities.<br>*Show's curiosity about peoples work and asks questions. | *Understands that people celebrate different across cultures and that traditions connect people.<br>*Talks about cultural celebrations that they know.<br>*Recognises similarities and differences in traditions.<br>*Participates in celebrations respectfully. | *Understands that people belong to different communities.<br>*Knows that respect for difference is important.<br>*Shows respect for differences in appearance such as language or beliefs.<br>*Works collaboratively in group projects.<br>*Express an understanding of belonging | *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>*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.<br>*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. |

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| THE NATURAL WORLD: Child Development Progression Map | |
|---|---|
| **0 – 12 months**<br>*Children will: notice natural sights, sounds and textures, building early awareness and comfort in their environment.* | |
| **0 – 6 months** | **6 – 12 months** |
| *Notices change in surroundings, e.g. light/dark, new sounds.<br>*Shows curiosity when outdoors - respond to wind, sunlight, leaves moving.<br>*Explores natural materials through touch, e.g. cool surface, water play. | *Look closely at plants, animals, and natural objects, e.g. leaves, flowers, water.<br>*React to weather changes, e.g. wind, rain, warmth, with expression or movement.<br>*Explore different textures, e.g. grass, sand, water, soil, with both hands and feet.<br>*Begins to notice familiar outdoor places, e.g. garden, park.<br>*Watches animals or birds move with sustained interest. |
| **12 – 24 months**<br>*Children will: explore textures, sounds, weather and living things through play and movement.* | |
| **12 - 18 months** | **18 - 24 months** |
| *Actively explores outdoor environments, e.g. walks on grass, collects leaves.<br>*Begins to identify living things, e.g. dogs, trees, flowers by name or gesture.<br>*Shows awareness of natural processes, e.g. rain, wind, light and dark.<br>*Engages in sensory play using natural materials, e.g. water, mud, sand.<br>*Begins to notice change, e.g. "wet", "cold", "dark" and react to them. | *Use simple words to name things in the natural world, e.g. "tree", "bird", "flower".<br>*Begin to recall past outdoor experiences, "We saw ducks!", "It rained!"<br>*Notice and compare natural features, e.g. "big tree", "tiny bug".<br>*Observe simple life changes, e.g. flower wilting, |

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| **2-3years**<br>*Children will: begin to notice, explore and enjoy the world around them using all their senses.* | | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **End of Stage** |
| *Notice and name familiar natural objects, e.g. trees, leaves, sky.<br>*Understand that we live in a world with plants, animals, and weather.<br>*Uses senses to explore natural materials. | *Notice and talk about weather changes.<br>*Recognise clothing linked to weather.<br>*Begin to talk about how the weather feels.<br>*Explores puddles, frost and wind. | *Notice plants growing and changing.<br>*Understand that plants need light and water to grow.<br>*Begin to care for plants by watering them.<br>*Use simple language about growth, "big", "small", "grow". | *Recognise common animals and the sounds they make.<br>*Begin to understand that animals live in different places.<br>*Show care and concern for living things.<br>*Match animals to their homes, e.g. bird-nest, fish-pond. | *Notice how natural materials can change, wet/dry, hard/soft.<br>*Begin to understand that water and sand behave differently.<br>*Use hands and tools to explore natural textures.<br>*Talk about what happens when things mix or change. | *Begin to recognise simple environmental care, e.g. tidying up, not littering.<br>*Understand that we share the world with others.<br>*Begin to make choices that care for the environment.<br>*Talk about keeping our world "nice and clean". | *Use simple descriptive words for the natural world, e.g. "big tree", "cold wind."<br>*Notice changes in weather, plants and animals.<br>*Show curiosity and care for living things.<br>*Engage in sensory exploration of natural materials. |
| **3 – 4 years**<br>*Children will: explore living things, materials and the changing environment as they learn how living and non-living things grow, change and interact.* | | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **End of Stage** |
| *Begins to name and describe features of the natural environment.<br>*Understand that different places have different natural features.<br>*Use talk to describe what they see, hear and feel outside.<br>*Show curiosity by asking simple "what", and "why" questions. | *Notices seasonal changes in plants, trees and weather.<br>*Know that some animals change or hide in winder.<br>*Talk about weather using descriptive language, "cold", "windy", "snowy".<br>*Begin to make connections between the weather and what people/wildlife do. | *Understand that plants grow from seeds and need water, light and soil.<br>*Notices change over time, buds, flowers, leaves.<br>*Begin to predict and describe changes, "it's growing taller!"<br>*Care for plants and talk about what they observe. | *Recognise that animals live in different places and have different needs.<br>*Begin to group animals by where they live, e.g. farm, sea, jungle.<br>*Show care and concern for living creatures.<br>*Use observation to notice similarities and differences. | *Notice how materials behave, float/sink, melt/freeze.<br>*Begin to understand simple natural processes like rain and wind.<br>*Use exploratory play to test ideas, "What happens if…?"<br>*Use tools and senses to explore natural materials. | *Understand that people can help or harm the environment.<br>*Begin to understand recycling and looking after living things.<br>*Begin to make simple choices that care for the world, watering plants, not wasting water.<br>*Talk about how to look after animals and nature. | *Talk confidently about what they see in nature and how things change.<br>*Show care and curiosity about living things and environments.<br>*Begin to understand basic life cycles and natural processes.<br>*Ask questions and make predictions about the natural world.<br>*Use increasingly specific vocabulary, e.g. "melting", "growing", "raining", "smooth", "spiky". |

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| **4 – 5 years**<br>*Children will: observe closely, describe, question and begin to explain natural processes- developing respect and responsibility for the environment.* | | | | | | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** |
| *Recognise key features of the local natural environment, trees, rivers, hills, parks.<br>*Understand that natural features differ in other place, beach vs countryside.<br>*Uses observation to talk about similarities and differences between environments.<br>*Ask questions to find out more about what they see. | *Identify and describe how the natural world changes through seasons.<br>*Understand that animals adapt or migrate during winter.<br>*Observe and record changes over time, weather, leaves, light.<br>*Use vocabulary: "frozen", "melt", "decay", "hibernate". | *Understand that all living things grow and change over time.<br>*Know that plants need water, sunlight and care to grow healthily.<br>*Observe, compare and record growth, e.g. a bean diary.<br>*Use early scientific vocabulary like "root", "stem", "leaf". | *Know that animals have different habitats and diets.<br>*Understand simple life cycles: butterfly or frog.<br>*Classify animals by type: insect, bird, mammal.<br>*Observe carefully using magnifiers and make simple recordings. | *Explore natural phenomena: rain, wind, sun, shadow, clouds.<br>*Begin to understand simple cause and effect in nature.<br>*Investigate through play and observation.<br>*Use simple tools to test and record findings. | *Understand how humans can protect the environment: reduce, reuse, recycle.<br>*Recognise that all living things depend on the natural world.<br>*Show responsibility and care for living things.<br>*Make suggestions about how to look after the planet. | *Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>*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.<br>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

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| The Reception Year provides the foundation for skills the children will build upon in Year one.<br>**Y1 Progression & Expectations:** | | |
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| **Science** | **Geography** | **History** |
| The Science National Curriculum (2014) …<br><br>**Working Scientifically:** Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.<br><br>**Plants:** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees.<br><br>**Animals including humans**: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, | The Geography National Curriculum (2014) states that…<br><br>**Location Knowledge:** name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.<br><br>**Place Knowledge**: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.<br><br>**Human and Physical Geography:** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary.<br><br>**Geographical Skills and Fieldwork:** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial | The History National Curriculum (2014) states that…<br><br>**Changes within living memory:** Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements.<br><br>Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell .<br><br>Significant historical events, people and places in their own locality. |

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| reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br>**Everyday materials**: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties.<br><br>**Seasonal Changes**: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. | photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | |

| Implementation – Understanding the World |
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| **Intentional Teaching** |
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| **Enabling Environment** |
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| Impact |
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| Impact will be achieved by: |

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