

<b>Strand: Understanding the World</b>			
<b>Educational Programme:</b>			
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>			
<b>Nursery</b>	<b>Reception</b>	<b>End of EYFS</b>	<b>Year 1 Expectation</b>
<b>Geographical – Knowledge and Skills</b>			
<p><b><u>Geographical Skills and Fieldwork</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>. To engage in discussions about where things are and what they can see around them</li> <li>. To give simple directions in a familiar setting.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>. To know the purpose of a map.</li> <li>. To know that a map is about a place.</li> <li>. To know that directions can be followed and lead to different places.</li> </ul> <p><b><u>Locational Knowledge</u></b></p>	<p><b><u>Geographical Skills and Fieldwork</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>. To use vocabulary such as ‘near’ and ‘far’ to talk about places that are familiar to them.</li> <li>. To interpret, use and create simplified maps of familiar areas for a specific context such as a treasure hunt.</li> <li>. Recognise roads, buildings, open spaces and other simple features from aerial images of the school setting.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>. To know that directions can be verbal, pictorial or written.</li> </ul>	<ul style="list-style-type: none"> <li>. Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</li> <li>. Know some similarities between different religious and cultural communities in this country,</li> </ul>	<ul style="list-style-type: none"> <li>. Name and locate the four countries and four capital cities of the United Kingdom.</li> <li>. Understand geographical similarities and differences between human and physical geography in a local area.</li> <li>. Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>

<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>. To draw a picture of a place that is familiar to them such as their bedroom, classroom or outdoor area and being able to talk about key features.</li> <li>. To be able to talk about familiar places to them outside of home or school eg. Nanny’s house, ASDA etc.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>. To know what type of home they live in.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>. To know that weather changes according to the seasons.</li> <li>. To know that we need to dress accordingly to keep ourselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>. To know that symbols and signs can represent objects that do not move on a map.</li> </ul> <p><b><u>Locational Knowledge</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>. To name and describe landmarks or places that are familiar to them in their local area.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>. To know the country that they live in.</li> <li>. To know simple differences between village, town and city.</li> <li>. To know and be able to discuss where they live in relation to their house number, road/street, town etc.</li> <li>. To know that every house has an address.</li> <li>. Know the village/town that the school is located in.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>. To listen and engage in discussions around stories about different countries and cultures.</li> <li>. To discuss similarities and differences between life in this country and life in another country using stories, non-</li> </ul>	<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>. 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.</li> </ul>	<ul style="list-style-type: none"> <li>. To use simple maps and globes.</li> <li>. To use simple compass directions (north, south, east and west).</li> <li>. To use locational and directional language (left, right, near and far).</li> <li>. Describe location and features of a local map.</li> <li>. To use simple field skills and observation</li> <li>. To devise simple maps that mark human and physical features.</li> <li>. Geographical vocabulary:             <ul style="list-style-type: none"> <li>- Physical features – beach, forest, hill, sea, season, weather, vegetation.</li> <li>- Basic geographical</li> </ul> </li> </ul>
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	<p>fiction texts and – when appropriate – maps.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>. To know that not all countries are the same.</li> <li>. To know a range of contrasting environments in both their own and contrasting localities</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>. To know weather changes according to the seasons and where we are in the world.</li> <li>. To know simple clothing choices that may be worn in different weathers/climates</li> <li>. To begin to use simple vocabulary for specific features of the world both natural and made by people.</li> </ul>		<p>for human features – city, town, village, factory, farm, house, shop.</p>
<p><b>Vocabulary</b> House, flat, caravan, place, shop, school, nursery, classroom, inside, outside, seasons, spring, summer, autumn, winter</p>	<p><b>Pedagogical Considerations</b></p> <ul style="list-style-type: none"> <li>. Supplying children with a good range of texts (fiction, non-fiction and maps) that encourage discussion and use of vocabulary.</li> <li>. Take part in themed walks around the indoor and outdoor environment</li> </ul>	<p><b>Vocabulary</b> Road, street, address, shop, school, house, flat, caravan site, hospital, town, village, city, school, Hampton, map, key, country,</p>	<p><b>Pedagogical Considerations:</b></p> <ul style="list-style-type: none"> <li>. Look at the children’s local area using Google Maps, Google Earth or Digimaps to identify local features.</li> <li>. Show satellite image of Evesham to show land use of fields.</li> <li>. Create a map of a familiar location such as</li> </ul>

Progression Map: Understanding the World

<p><b>Positional and Directional Language:</b> On, in, on top of, under, next to, in front of, behind, beside, between,</p>	<p>looking for specific features.          . Finding and labelling different features in the indoor and outdoor environment.          . To draw a picture/talk about parts of their home or school environment.          . Hide an object somewhere in the environment and use clues to find it. Encourage the use of key vocabulary.          . To go outside and observe the weather.</p>	<p>weather, seasons, spring, summer, autumn, winter.           Left, right, up, down, near, far,           Natural, made by people</p>	<p>their classroom or bedroom.          . Draw pictures of the children’s homes including specific features such as house number, chimney, roof, windows, front garden etc.          . Using construction materials to build 3-d models that represent local features in their community.          . Supplying children with a good range of texts (fiction, non-fiction and maps) that encourage discussion and use of vocabulary as well as opportunities to look at contrasting environments          . Follow directions with a small toy or Bee Bot          . Talk about holidays and other places the children have been – what were the similarities or differences?          . To look at similarities and differences between the seasons.          . Provide opportunities for discussion about the weather.          . Create opportunities to discuss how we care for</p>		
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			<p>the natural world around us.</p> <ul style="list-style-type: none"> <li>. Discuss what would be packed in a suitcase for different environments/weather</li> <li>. Provide opportunities through continuous provision for conversation and play about contrasting environments</li> </ul>		
<b>Historical – Knowledge and Skills</b>					
<p><b><u>Family Skills</u></b></p> <ul style="list-style-type: none"> <li>• To be able to briefly talk about some members of their family.</li> <li>• To sequence family members by size and name.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know who they are and who they live with</li> </ul> <p><b><u>Time Skills</u></b></p> <ul style="list-style-type: none"> <li>• Begin to sequence of events, real or fictional using words such as ‘ first, then.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know the times of the day, go in order and repeat every day. E.g., morning is before lunch.</li> <li>• To know before and after as a concept.</li> </ul>		<p><b><u>Family Skills</u></b></p> <ul style="list-style-type: none"> <li>• To talk about members of immediate family in more detail.</li> <li>• To talk about past and upcoming events with their immediate family.</li> <li>• To sequence family members explaining who they are.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To know similarities and differences between people in their family.</li> <li>• To know there are many different types of families</li> </ul> <p><b><u>Time Skills</u></b></p> <ul style="list-style-type: none"> <li>• To understand ordering language such as first, next after that, in the end.</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about a significant event that is prior to their life</li> <li>• Learn about an event beyond living memory (national level)</li> <li>• Changes within living memory</li> <li>• To learn about the lives about significant individuals (nationally)</li> <li>• Understand historical events, people and places in</li> </ul>

<p><b><u>Changes</u></b></p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To notice a change e.g., that someone is wearing glasses or had a haircut.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know that live things do not stay the same over time.</li> </ul> <p><b><u>Events, people and place</u></b></p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To be able to talk about historical figures they have learned about.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know if something is old or new.</li> <li>To know that something happened a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to narrate their daily routines and weekly activities.</li> <li>To say what might happen on special days and sometimes remember what happened last year on that day.</li> <li>Be able to organise events using basic chronology</li> <li>Discuss simple similarities and differences in familiar situations such as homes, schools and transport.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know there are seasons that repeat and go in order.</li> <li>Recognise that things happened before they were born</li> </ul> <p><b><u>Changes</u></b></p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To be able to say how something is different or the same.</li> <li>To say what they can do now and what they couldn't do as a baby.</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know the stages of human growth from a baby to an adult.</li> </ul> <p><b><u>Events, people and place</u></b></p> <p><b><u>Skills</u></b></p>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Children begin to understand simple similarities and differences from the past by looking at pictures, stories, <b>artefacts</b> and accounts.</li> </ul>	<p>their own locality,</p>
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	<ul style="list-style-type: none"> <li>To compare and contrast characters from stories including figures from the past.</li> <li>To be able sequence stories and events.</li> <li>To talk about why they think something is from the past or present.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know is something is past or present.</li> </ul>		
<p><b>Vocabulary</b>          Now, grandad, nan, dad, mum, old, older          First, next, the, after, morning, dinner time, afternoon, bedtime</p>	<p><b>Pedagogical Considerations</b>          Make a family tree. Encourage the children to use the visual time table.          -Draw a picture of who lives in their house, and who is in their extended family.          -Bring photos of themselves as a baby to talk about what they couldn't do and what they can do know.          -Ordering traditional story events          -Role playing story events</p>	<p><b>Vocabulary</b>          First, next, then, after that, same, different, morning, afternoon, evening, yesterday, today, tomorrow, before, after, changes.          Past tense verbs.          Days of the week.          Names of the seasons.          Names of baby animals.</p>	<p><b>Pedagogical Considerations</b>          Say what they did yesterday, last night, this morning. Say what they are going to do tomorrow.          Use their visual timetable and talk about what they are doing.          .Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born          -Look at different toys and compare them- grandparents or great</p>

Progression Map: Understanding the World

	<ul style="list-style-type: none"> <li>-Role playing family corner</li> <li>-Talk about what they did at the weekend/yesterday/on their birthday.</li> <li>-Celebrate special events and talk about how they celebrate them and traditions they have.</li> </ul>	<p>Egg, chick, chicken. Seed, seeding, plant.</p>	<p>grandparents invited in to talk about their toys/school experience</p> <ul style="list-style-type: none"> <li>-Look at the seasons and identify what clothes they would wear at different times of the year.</li> <li>-Compare different buildings and what they are made of or what they look like.</li> <li>-Talk about birthdays, Christmas, Eid celebrations and traditions and what happens on that day (link to RE) Listen to the stories associated with these celebrations and sequence the events.</li> <li>-Talk and draw their favourite memory and explaining what happened</li> <li>-Sequence events of class book, trips and experiences.</li> <li>-Talk about books they have read and events that happened.</li> </ul>		
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Progression Map: Understanding the World

			<ul style="list-style-type: none"><li>-Learn about historical people.</li><li>Hear stories and books set in different periods of time.</li><li>-Talk about how a plant has changed over time.</li><li>Opportunities to visit a museum and places of historical significance in Evesham</li><li>-Make links to festivals with significant events and people.</li><li>Opportunities to speak to people about their experiences within living memory (last 80 years)</li><li>Learning about significant men and women e.g. queens and kings, Guy Fawkes, Florence Nightingale and Mae Jemison (linked to nurses) , Brunel (linked to 3 Billy Goats Gruff), Learning about different countries link to Explorers e.g. Matthew Henson, Mary</li></ul>		
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		Kingsley, Sir Ranulph Feinnes		
<b>Scientific – Knowledge and Skills</b>				
<p><b><u>Skills</u></b> -To explore -To make observations -To comment and ask questions</p> <p><b><u>Animals Knowledge</u></b> -To know some simple animal names. -To know simple body parts. -To know the purpose of some simple body parts</p> <p><b><u>Plants Knowledge</u></b> -To know what a plant is</p> <p><b><u>Materials Knowledge</u></b> -To know some different types of materials</p> <p><b><u>Seasonal change Knowledge</u></b> -To know that the weather can change</p>	<p><b><u>Skills</u></b> -To name and describe -To find the similarities and differences in living things, materials and the natural world. -To comment and ask appropriate questions -To use senses to explore the world around them -To talk about changes -To use simple equipment for different types of enquiries and to communicate the data/findings</p> <p><b><u>Animals Knowledge</u></b> -To know basic facts about some common animals -To know the names of some body parts -To know multiple purposes for simple body parts. -To draw pictures of animals and plants - Know some similarities and differences between the natural</p>	<p><b><u>Animals</u></b> Explore the natural world around them, making observations and drawing pictures of animals Body parts in relation to themselves Explore the different senses and explore the functions Look at different diets e.g. plant, meat or both.</p> <p><b><u>Plants</u></b> Explore the natural world around them,</p>	<p><b><u>Animals</u></b> Identify and name common animals including fish, amphibians, birds, mammals, reptiles (shark, frog etc) Name common animals that are carnivores, omnivores and herbivores. Name, draw and label basic parts of the human body. What part is attributed to what sense e.g. nose is for smell. Describe and compare the structure of common animals e.g. reptiles</p>	

	<p>world around them and contrasting environments</p> <p><b><u>Plants Knowledge</u></b>          -To know some plant names.          -To know why we care for plants          -To know the basic features of a plant          -To know that some food can come from plants</p> <p><b><u>Materials Knowledge</u></b>          -To know that materials serve different purposes.          -To know different types of materials e.g. natural and man made.          - Understand some important processes like changing states of matter.</p> <p><b><u>Seasonal change Knowledge</u></b>          -To know the different types of weather          -To know the 4 seasons</p>	<p>making observations and drawing pictures of plants.          Explore the plant cycle.</p> <p><b>Materials</b>          Explore a range of materials          Taking part in experiments to investigate changes of state, such as freezing.</p> <p><b>Seasonal change</b>          Know some similarities and differences between the natural world around them and contrasting environments, drawing on</p>	<p>don't have wings, birds have beaks</p> <p><b>Plants</b>          Describe the basic structure of a common flowering plant- stem, flower, leaf, root, branch.          Identify and name common plants such as evergreen trees.</p> <p><b>Materials</b>          Being able to tell the difference between an object and a material e.g. saucepan is metal.          Name everyday materials- wood,</p>
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Progression Map: Understanding the World

	- Provide opportunities for children to note and record the weather.	their experiences and what has	metal, glass, paper, rock, plastic
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<p><b>Vocabulary</b></p> <p><b>Animals</b> Animal names that they are likely to see- cat, dog, mouse, butterfly</p> <p><b>Plants</b> Grow, soil, taller, egg, chick, chicken, caterpillar, cocoon, butterfly</p> <p><b>Materials</b> Melt, float, hard, soft,</p> <p><b>Seasonal Change</b> Rain, cloud, sun, snow, wind, darker, lighter, hot, cold.</p>	<p><b>Pedagogical Considerations</b></p> <p><b>Animals</b> Help children to care for animals and take part in first-hand explorations such as caterpillars or chick eggs. Plan and introduce new vocabulary related to why we care for living things.</p> <p><b>Plants</b> Plant seeds and bulbs so children can observe changes over time.</p> <p><b>Materials</b> Provide children with opportunities to change materials from one state to another e.g. cooking and melting.</p>	<p><b>Vocabulary</b></p> <p><b>Animals</b> Animal names of a wider range of animals such as cat, dog, bird, crocodile, elephant, cow. Meat, vegetable, food, grass, leaves, other animals ( Head, neck, shoulders, arms, hands, back, stomach, hips, legs, knees, feet, toes, fingers.</p> <p><b>Plants</b> Root, stem, leaf, flower,</p>	<p><b>Pedagogical Considerations</b></p> <p><b>Animals</b> Listen to children describing and commenting on things they have seen whilst outside, including animals. Encourage children to recognise familiar animals whilst outside.</p> <p><b>Plants</b> Listen to children describing and commenting on things they have seen whilst outside, including plants. Encourage children to recognise familiar plants whilst outside.</p> <p><b>Materials</b> Model the vocabulary needed to name specific features of the natural world, both natural and man-made.</p>	<p>been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Describe simple characteristics of materials Group materials by their properties</p> <p><b>Seasonal change</b> Seasonal changes- identify what happens in each of the seasons. Observing weather and how it changes</p>
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	<p>Explore how different materials sink and float.          Explore how you can shine light through some materials, but not others.          Shadows          Plan and introduce new vocabulary related to the exploration          Observe when water pushes up when trying to push a plastic boat, stretch elastic, snap a twig but can't bend a metal rod, magnetic attraction and repulsion</p> <p><b>Seasonal change</b>          Going outside and looking at the seasonal changes throughout the year.</p>	<p>petal, sun, water, (soil)</p> <p><b>Materials</b>          Plastic, wood, metal, glass, paper, rock</p> <p><b>Seasonal Change</b>          winter, autumn, summer, spring, cold, warm, hot, sun, cloud, rain, thunder, lightening, frost, snow, dark, light</p>	<p>Opportunities to observe things such as ice melting, a sound causing vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p><b>Seasonal change</b>          Note and record the weather          Share texts related to seasons          Take children outside to observe how the seasons change          Opportunities for weather and season play</p>		
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People, culture and communities – Knowledge and Skills				
<p><b>Skills</b> To notice and talk about similarities and differences between people. To begin to talk about and share their experiences of cultural, religious and community events. To be able to say each other's names using the correct pronunciation.</p> <p><b>Knowledge</b> To know who is in my family. To know that there are different types of families. To know there are different communities. To know some occupations (police, doctor, firefighter)</p>		<p><b>Skills</b> To observe their environment and talk about what they can see. To begin to notice and talk about differences and similarities between their own culture and others. To name special events and celebrations from different beliefs and cultures. To begin to notice and talk about differences and similarities between different cultures.</p> <p><b>Knowledge</b> To know where they live (school, town, county) To know the school's Christian Values To know what their own religion is. To know there are other religions. To know that some places are special to members of the community (places of worship) To know and talk about similarities and differences between life in this country and life in other countries. To know about different occupations and what they do.</p>		<p>Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. Know similarities and differences between religious and cultural communities in this country, drawing on their own experiences and what has been read in class. Explain some similarities and differences between this life in this country and life in other countries, drawing on knowledge from stories, non-</p>
<p><b>Vocabulary</b> Similarities Differences Family</p>	<p><b>Pedagogical Considerations</b> To draw a picture of themselves using the</p>	<p><b>Vocabulary</b> Environment Non-fiction Similarities</p>	<p><b>Pedagogical Considerations</b></p>	

Progression Map: Understanding the World

<p>Community Country celebrations</p>	<p>current colours for their eyes, hair, skin colour. To draw family/friends with different hair, eye, skin colours. To talk/draw pictures of their family. To observe different types of families in books they read/ pictures they see/they observe. To know they belong to a school community. To talk about other communities, they belong to. Talk about/draw events the children have been involved in. Celebrate different events throughout the year (birthday, Christmas, Eid, Chinese New Year etc.) Play games where the children have to say names. People who help us.</p>	<p>Differences Religion Country Community Worship Mosque Church Gudwara Temple</p>	<p>Draw a picture of their house, school or places in their local area. Draw/talk about their own culture. Places of worship, clothing, family picture, special occasions and events. Look at books or watch videos with people of different cultures, talk about how they are similar/different. Dressing up clothes/ home corner with items from different cultures. Food tasting. Foods from other cultures. Recognise places that are special (places of worship) what happens there. Images, text, videos of different countries, people, clothing, music, weather, lifestyles and jobs. People who help us – what do they do?</p>	<p>fiction texts and (when appropriate) maps</p>	
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Technology – Knowledge and Skills			
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To play simple games on the interactive whiteboard by pressing buttons.</li> <li>- To mark make on paint software on the interactive whiteboard.</li> <li>- To be able to take a photograph on a camera or iPad.</li> <li>- To be able to use the play, rewind, stop and pause button on a CD player, karaoke machine, iPad or speaker when playing music.</li> <li>- To make a bee-bot move.</li> <li>- To recognise a selection of digital devices.</li> <li>- To handle equipment responsibly with a level of care.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-To be able to name different types of technology that they have experienced or seen people around them use before (e.g., Computer, phone, tablet, laptop etc).</li> <li>-To know how to switch something on or off.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-To use a simple computer programme with increasing control.</li> <li>. To be able to talk about the different purposes of some technology and how it helps us in our daily lives.</li> <li>. To take part in simple programming activities with age-appropriate equipment eg. bee-bots.</li> <li>-To use various tools on Paint such as brushes, pens, erasers, fill, stamps and shapes.</li> <li>To be able to choose the best device / equipment for a task (e.g., camera, iPad or phone to take a picture)</li> <li>-To record a video on an iPad or camera.</li> <li>-To be able to type simple words or other familiar phrases using a keyboard.</li> <li>-To direct a mouse, recognising the relationship between it and its position on the screen.</li> <li>-To independently change games or increase levels of difficulty.</li> <li>-To be able to say that a device is a piece of equipment</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-To know information can be retrieved from computers and other forms of technology</li> </ul>	<p>To recognise that we can retrieve information from different technology sources.</p> <p>To begin to understand how to stay safe when online.</p> <p>To be able to use simple computer programmes with more control.</p> <p>To use the simple functions e.g., taking a photograph, stopping and starting a video and working out how to play a game.</p>	<p>To recognise common uses of information technology beyond school</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Select a digital device to fulfil a task.</p> <p>Save and open files.</p> <p>Combine media with support to present</p>

Progression Map: Understanding the World

	<ul style="list-style-type: none"> <li>-To know the purposes of some technological features (e.g., Keyboard, monitor, camera, power button, apps etc)</li> <li>-To know what personal information is and that it shouldn't be shared on line.</li> <li>-To know about acceptable use, to ask permission before using www.</li> <li>-To know that information can be public or private.</li> </ul>	<p>To access content in a range of formats e.g., image, video, audio.</p>	<p>information. E.g., text and picture.</p> <p>To understand what algorithms are and how they are implemented as programs on digital devices</p>		
<p><b>Vocabulary</b> Computer, mouse, iPad, laptop, phone, internet, username, password, type, swipe e-safety. Stop, pause, play Buttons, photograph, camera, volume, exit, on, off, power, battery,</p>	<p><b>Pedagogical Considerations</b> <b>know about acceptable use</b> Use bee-bots to explore moving objects for a purpose.</p> <p>Know how to work equipment: turn on, swipe iPad, move a mouse, press a button on a keyboard.</p> <p>Explore using cameras on iPad to film and take photographs.</p> <p>Recognise and name different types of technology in the</p>	<p><b>Vocabulary</b> Online, internet, safe, e-safety, laptop, computer, iPad, phone, tablet, app, button, swipe, click, keyboard, monitor, power, exit, mouse, username, password, log on/off, record, play, bee-bots, forward, turn, backwards, direction, google, search</p>	<p><b>Pedagogical Considerations</b> Use technology to complete simple programmes.</p> <p>Use search engines to find out information during class discussions.</p> <p>Follow simple instructions/create simple instructions using bee-bots.</p> <p>Explore paint, SMART, PowerPoint and begin to use its 'pen' features.</p>		<p>To create and debug simple programs</p> <p>To start to use some logical reasoning to predict behaviour of simple programs</p> <p>Understand that many devices have computers in.</p> <p>Be able to describe what a computer is.</p>

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	<p>environment and at home.</p> <p>Use CD players, iPad or speakers to play music.</p>	<p>engine, function, calculate, calculator, blog, tweet, share, save, web site, enter,</p>	<p>Discussions around e-safety through circle time/PSHE curriculum.</p> <p>Opportunities to use a camera/other technology for purpose e.g., taking a photo of their own work.</p>		
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