

Springdale Primary School



UTW progress model for knowledge and skills

	Links to ks1 curriculum	Minimum expectations for reception			Minimum Expectations for nursery		
History links	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.	Can discuss similarities and differences between people in their family	Can talk about members of immediate family in more detail	Can talk about past and upcoming events with their immediate family	Can briefly talk about some members of their family	Can talk about any pets that they might have	Able to say who they are and who they live with
		Can identify similarities and differences between jobs	Can identify emergency situations and knows who to call	Is able to discuss different occupations of family members	Talks about a wider range of occupations (electrician, plumber etc)	Shows an interest in different occupations (nurse, doctor, police, fire...)	
		Sequence family members, explaining who they are and the key differences between what they can/can't do		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members by size and name (baby, child, adult)	
	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.	Compare and contrast characters from stories, sharing similarities and differences		Shares some similarities between characters, figures or objects	Shares likes and dislikes	Comments on fictional characters in stories	
		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences				Comments on historical figures or objects in non-fiction texts	
R.E. Links	Describe memories that have happened in their own lives.	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"		Comments on recent pictures of experiences in their own life. "This was me at the farm..."	

	Can recognise, name and describe religious places.	Knows why religious venues are special and who goes there	Can name different religious venues – Church, Mosque and Gurdwara as a minimum	Knows that there are special places of worship			
	Describes the main beliefs of a religion. Describes the main festivals of a religion.	Can articulate what festivals others celebrate and begin to explain in more detail		Developing positive attitudes about differences between people		Knows that there are differences between what people believe	
Geography links	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between H&P features – which items can and can't be moved	Can use maps to locate objects in 'real life'	Identifies features on a simple map – in familiar environments such as the classroom and outdoors		Knows what a map is used for	
	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	Children are able to name towns, cities or countries with familial links.	Children ask questions about the world and enjoy looking at maps and globes		Knows that there are different countries in the world		Knows that we live in West Bromwich which is in a country called England
		Can identify similarities and differences between homes in other countries	Can identify similarities and differences between homes in our country	Knows that different countries have different homes	Can explain features of other homes		Knows where they live (house, flat, bungalow)
		Makes comparisons between life for children this country and other countries		Using pictures, explains what life may be like for children in other countries		Can articulate what daily life is like for them in our country	
		Observe the natural and humanly constructed world around them	Use pictures to compare and contrast environments around the world	Recognise some environments that are different to the one in which they live	Talk about local environments (their road, the park, library, West Bromwich)		Talk about what they see in their own environment (school/home) using a wide vocabulary
Knowledge to be taught	<p>Transport – how can you travel to different places around the world?</p> <p>Environments – farms, towns, cities, rural areas</p> <p>Houses and homes – different houses and homes around the world (internally and externally)</p>						
Science	Explores the world around them, asking how and why Q's.	Explores the natural world around them	Talks about differences between materials and changes they notice.	Explore collections of materials, identifying similar and different properties		Explore collections of materials	

	Decides how to sort and classify objects.	Explain what their five senses are		Can name their 5 senses		Uses senses in hands on exploration	
	Notices links between cause and effect (speed, shape, direction and magnetism)	Explores non-contact forces (gravity and magnetism)		Explores and talks about forces (push and pull)		Explores how things work	
	Identify seasonal weather patterns	Understand the effect of seasons on the natural world, discussing when and how things grow		Names and orders seasons	Can identify what you need to wear for each season and why		Understands that the weather changes and that in different countries you have different weather
	Observe the natural and humanly constructed world around them	Understands the need to respect and care for the natural environment and all living things.	Can talk about different life cycles	Can say what plants need to survive	Can explain the life cycle of a daffodil and a butterfly	Plants seeds and cares for growing plants with support	Understands the difference between plants and animals
Knowledge to be taught	<p style="text-align: center;">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</p>						
Computing links	Uses various tools such as brushes, pens, eraser, stamps and shapes	Use various tools such as brush, pens, stamps, erasers and shapes with support		Select brushes, colours and rubbers when drawing on paint software		Mark make on paint software on the Interactive Whiteboard	
		Children can independently change games or increase levels of difficulty on games		Can play simple games on the Interactive Whiteboard by dragging and dropping items		Can play simple games on the Interactive Whiteboard by pressing buttons	
		Erases content and understands how to charge the cameras	Children can edit photos	Children can record videos on the camera	Children can take photos on the camera		Children can switch a camera on and off
	Identify which things count as personal information. Asks for help when they need it.	Children know what personal information is and know that it should not be shared online		Children know to ask for help if needed			