

Meadow View Primary EYFS FSO Progress Curriculum in UTW

	Milestone 1 Components	Milestone 2 Components
UTW - GEOGRAPHY		
	<u>Location and Place</u> Begin to see life outside of the family home	<u>Location and Place</u> Be able to talk about some of the similarities at home and the home corner at school
	<u>Human and Physical Processes</u> Repeat actions that have an effect.	<u>Human and Physical Processes</u> Explore forces – what things float and what things sink?
	<u>Geographical Skills</u>	<u>Geographical Skills</u>
UTW - SCIENCE		
	<u>Plants and Animals</u>	<u>Plants and Animals</u> Naming and looking at animals native to the UK
	<u>Everyday Materials</u> Explore materials with different properties.	<u>Everyday Materials</u> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.
	<u>Seasonal Changes</u> Explore different weather through changing seasons	<u>Seasonal Changes</u> Talk about the changing weather
UTW - HISTORY		
	<u>Changes within Living Memory</u>	<u>Changes within Living Memory</u>
	<u>Events beyond Living Memory</u>	<u>Events beyond Living Memory</u>
	<u>Lives of Significant Individuals</u>	<u>Lives of Significant Individuals</u>
UTW – PEOPLE AND COMMUNITIES		
	<ul style="list-style-type: none"> • Notice differences between people. 	Make connections between the features of their family and other families.
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’
Universal Plus Pathway ‘scaffold up to an inclusive curriculum’		
*Initiate contact with parents/ carers Support children to observe the world around them *Provide ideas to support parents/ carers	*Maintain close involvement with parents/ carers Support children to observe the world around them *Provide ideas to support parents/ carers	*Maintain close involvement with parents/ carers Support children to observe the world around them *Provide ideas to support parents/ carers
Emerging/ Additional Needs Pathway		
*Initiate discussion with SENCO *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
Composite: Be interested in exploring the natural world. Be able to talk about themselves and develop their own identity.		

Meadow View Primary EYFS FS1 Progress Curriculum in UTW

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
UTW - GEOGRAPHY		
<u>Location and Place</u> Be aware of local surroundings within school. Eg Forest School, hall, outdoor areas.	<u>Location and Place</u> Begin to be aware of different countries	<u>Location and Place</u> Begin to talk about different countries in the world – basic differences/ similarities (DM)
<u>Human and Physical Processes</u> Introduce forces – Begin to see how things can stretch and twist.	<u>Human and Physical Processes</u> Develop understanding of forces - Begin to see that some things can bend and some things don't	<u>Human and Physical Processes</u> Further develop the sense of caring for the environment (DM) Talk about forces (DM) – Free choice exploring with magnets
<u>Geographical Skills</u>	<u>Geographical Skills</u>	<u>Geographical Skills</u>
UTW - SCIENCE		
<u>Plants and Animals</u> Naming and looking at variety of invertebrates and animals	<u>Plants and Animals</u> Look at planting and growing (DM)	<u>Plants and Animals</u> Look at life cycles (DM)
<u>Everyday Materials</u> Begin to explore natural materials – Free choice exploration of materials in Forest school. Combing different resources/ingredients (baking) and observing changes	<u>Everyday Materials</u> Look at similarities and differences in some materials (DM) – Ice melting	<u>Everyday Materials</u> Explore how different materials sink and float
<u>Seasonal Changes</u> Explore with all senses inside and outside.	<u>Seasonal Changes</u> Explore with all senses inside and outside and talk about what I see Look at how the weather and season has changed.	<u>Seasonal Changes</u> Continue to look at how the seasons and weather has changed.
UTW - HISTORY		
<u>Changes within Living Memory</u>	<u>Changes within Living Memory</u> Begin to make sense of their life story and family history (DM)	<u>Changes within Living Memory</u> Develop a sense of change as time passes Look at life cycles (DM)
<u>Events beyond Living Memory</u>	<u>Events beyond Living Memory</u>	<u>Events beyond Living Memory</u>
<u>Lives of Significant Individuals</u>	<u>Lives of Significant Individuals</u>	<u>Lives of Significant Individuals</u>
UTW – PEOPLE AND COMMUNITIES		
Talk about ourselves – likes. Talk about who lives in our family. Show interest in occupations (DM)	Begin to see basic differences in how people look Begin to talk about friends.	Continue to develop positive attitudes to difference (DM) Begin to talk about people who are important to us
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'

Universal Plus Pathway 'scaffold up to an inclusive curriculum'

<ul style="list-style-type: none"> *Initiate contact with parents/ carers Support children to observe the world around them *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Maintain close involvement with parents/ carers Support children to observe the world around them *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Maintain close involvement with parents/ carers Support children to observe the world around them *Provide ideas to support parents/ carers
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Emerging/ Additional Needs Pathway

<ul style="list-style-type: none"> *Initiate discussion with SENCO *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers 	<ul style="list-style-type: none"> *Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
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Composite: Recognise the similarities and differences between themselves and others. Show an interest in and talk about the natural world.

Meadow View Primary EYFS FS2 Progress Curriculum in Understanding the World

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
UTW - Geography		
<u>Location and Place</u> <ul style="list-style-type: none"> Think about where they live and where school is Talk about our local community outside of school and our homes 	<u>Location and Place</u> <ul style="list-style-type: none"> Learn more about other places in the world that are far away Discuss how we travel to 'far away' places Begin to see and talk about some environments that are different to the one in which we live and say what is the same/ different 	<u>Location and Place</u> <ul style="list-style-type: none"> Use knowledge to discuss and compare different countries.
<u>Human and Physical Processes</u> <ul style="list-style-type: none"> With support, use new vocabulary to talk about observations and begin to ask questions Begin to make very simple recordings of findings 	<u>Human and Physical Processes</u> <ul style="list-style-type: none"> Begin to make links with previous observations of the world around them Develop an understanding of how some materials change and why 	<u>Human and Physical Processes</u> <ul style="list-style-type: none"> Further explore different processes and talk about why things happen
<u>Geographical Skills</u> <ul style="list-style-type: none"> Begin to use maps/ Google Earth to investigate our local area and find school and other key places Begin to think and talk about features that we see on our journey to school around us 	<u>Geographical Skills</u> <ul style="list-style-type: none"> Use maps, globes to find out about other countries in the world – begin to develop the sense of 'far away' Discuss features of different environments 	<u>Geographical Skills</u> <ul style="list-style-type: none"> Draw own maps and routes – link to familiar stories, places Find a range of different countries on maps and globes that have been learned
UTW - SCIENCE		
<u>Plants and Animals</u> <ul style="list-style-type: none"> Identify what special animals we have in our families Begin to see that some animals are affected by seasons 	<u>Plants and Animals</u> <ul style="list-style-type: none"> Discuss animals found in different places – where are they located, what do they look like, how do they live Explore life cycles and how a range of insects and animals grow and change over time Explore how animals and plants grow and change 	<u>Plants and Animals</u> <ul style="list-style-type: none"> Discuss animals found in different places – where are they located, what do they look like, what adaptations do they have for their environment. How are they different to each other? Learn how plants and animals can be used to make food
<u>Everyday Materials</u> <ul style="list-style-type: none"> Make collections of natural objects and learn the vocabulary to name them accurately 	<u>Everyday Materials</u> <ul style="list-style-type: none"> Explore different natural materials that different animals/ insects/ birds use 	<u>Everyday Materials</u> <ul style="list-style-type: none"> Explore a wider range of natural resources – discuss different properties – link to stories Find out about some recyclable materials
<u>Seasonal Changes</u> <ul style="list-style-type: none"> Identify features of the present season Describe what they see, hear and feel whilst outside using all 5 senses in relation to present season and their familiar surroundings Begin to see how the seasons have a cycle 	<u>Seasonal Changes</u> <ul style="list-style-type: none"> Develop understanding about the change of season and associated weather patterns. Recall previous learning. Explore the seasonal cycle 	<u>Seasonal Changes</u> <ul style="list-style-type: none"> Reflect on a changing world through the year
UTW - HISTORY		
<u>Changes within Living Memory</u> <ul style="list-style-type: none"> Begin to understand how we have changed now we are in school. Begin to explore and ask questions about stories from the past 	<u>Changes within Living Memory</u> <ul style="list-style-type: none"> Talk about the new skills that we are learning now in F2, compared to Nursery Explore how animals and plants grow and change 	<u>Changes within Living Memory</u> <ul style="list-style-type: none"> Reflect on how we have grown and changed over the year in readiness for the new year to come

<u>Events beyond Living Memory</u> <ul style="list-style-type: none"> Begin to talk about differences between objects from the past and now, using stories also (DM) 	<u>Events beyond Living Memory</u> <ul style="list-style-type: none"> Continue to develop an understanding of 'the past' and how it is different to now 	<u>Events beyond Living Memory</u> <ul style="list-style-type: none"> Recognise and talk about some objects from the past and now – including how places change over time
<u>Lives of Significant Individuals</u> <ul style="list-style-type: none"> Begin to talk about a character from the past and see how some things may look different to now 	<u>Lives of Significant Individuals</u> <ul style="list-style-type: none"> Develop understanding about characters from the past – recall previously learned characters and learn new ones 	<u>Lives of Significant Individuals</u> <ul style="list-style-type: none"> Compare and contrast characters from the past learned across the year (DM)
UTW – PEOPLE AND COMMUNITIES		
<ul style="list-style-type: none"> Talk about members of family and begin to name and meet some other people in the community Talk about special times in our own families Begin to see that different families may have different celebrations Identify simple differences in others through careful observation Start to learn that there are special places for people in our community 	<ul style="list-style-type: none"> Contrast similarities and differences with how people celebrate special times in different and similar ways. 	<ul style="list-style-type: none"> Reflect on how people's lives can be similar and different, including celebrations and traditions – compare/ contrast from celebrations across the year Reflect on the special places in our community that have been learned about across the year
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<p>Final Milestone ELG: Composite</p> <p>Past & Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People Culture and Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; 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. <p>The Natural World:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		