

## Our World (2022)

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

### Me, You and Where We Live

	Being Healthy	Hygiene	Me and My Body	Where I Live
Stage 0	<p>I can identify 2 key familiar people (either by pointing, signing or talking)</p> <p>I am beginning to develop a positive attitude towards different people e.g., smiling at different people, signing/saying “hello” to different adults or my peers.</p> <p>I can recognise a picture of somebody that helps me (a parent, a teacher, an LP etc)</p>		<p>I can recognise a picture of myself</p> <p>I can recognise or say/sign my name</p> <p>I can talk/sign (at my developmental level) about the people in my immediate family</p> <p>I can imitate actions involving main body parts e.g., waving, stamping, nodding head etc</p>	

<p>Stage 1</p>	<p>I can name some different foods I like to eat</p> <p>I can name and describe people who are familiar to me</p> <p>I can say what I ate for a meal</p> <p>I can identify some fruits and vegetables</p>	<p>I can identify things that keep me healthy/clean (toothbrush, hairbrush, soap etc)</p>	<p>I can name basic body parts when looking at myself – i.e. “my face, my ears, my hands” etc</p> <p>I can name and describe people who are familiar to me</p> <p>I can explore what is the same and what is different about me and somebody else.</p>	
<p>Stage 2</p>	<p>I can communicate what the word healthy means</p> <p>I know that is important to drink water</p> <p>I can name some healthy foods</p> <p>I can explore different fruits and vegetables – colours, shapes, textures and taste</p>	<p>I can identify ways to keep myself clean</p>	<p>I can name more complex body parts – i.e. “my elbow, my chin, my eyebrows etc”</p>	<p>Begin to explore my own story (place in the community) – birthday, siblings, where is my house etc</p> <p>I can say 3 things I know about our local area.</p>
<p>Stage 3</p>	<p>I can name some unhealthy foods</p> <p>I can choose healthy foods from a list or pictures.</p> <p>I can name several types of exercise</p>	<p>I can communicate how to look after my teeth</p> <p>I can say why it is important to go to the dentist</p>	<p>I can recognise that I will grow and get taller</p> <p>I can identify, name, draw and label the basic parts of the human body.</p> <p>I can explore the sequence of human growth: baby-child-</p>	<p>Explore basic geographical vocabulary to refer to key human features, including, town, village, farm, house and shop</p> <p>I can go on a field trip of our local area following a street map.</p>

			(teenager)-adult-(elderly). Those in brackets are an extension to the activity.	I can use my 'looking' and 'listening' skills to record what I can see and hear in our local area.
Stage 4	<p>I can group foods into healthy and unhealthy</p> <p>I can notice what happens when we do exercise and talk about the importance of exercise for the human body.</p> <p>I can describe a balanced diet</p> <p>I can name food groups e.g., protein, carbohydrates, fats etc.</p> <p>I can identify healthy and unhealthy choices on a menu</p> <p>I can find out about the risks of eating too much sugar</p>	<p>I can explain what the word hygiene means and give some examples</p> <p>I can explore food and drink that support my dental health</p> <p>I can demonstrate simple hygiene routines that can stop germs from spreading (e.g., handwashing)</p> <p>I can explore why sleep is important and discover different ways to rest and relax</p>	I can explore the main organs and identify their position within the human body	<p>I can talk about 3 things that I saw (observed) on our local area walk.</p> <p>I can recognise 3 familiar places in our local area</p> <p>I can make decisions (choices) about what I like and dislike about our local area.</p>
Stage 5	<p>I can put foods into their respective groups e.g., protein, carbohydrates, fats etc.</p> <p>I can read simple food packaging labels and recognise healthy choices</p>	I can identify ways of preventing infections and diseases from spreading	<p>I can identify that humans have skeletons and muscles for support, protection and movement</p> <p>I can describe the changes as humans develop to old age</p>	<p>I can say the school address in the right order.</p> <p>I can write my own address and explain what each line shows.</p>

			<p>I can explore the function of the heart and how it moves blood around our body</p>	<p>I can say what 'aerial view' means.</p> <p>I can find key features on an aerial view photograph</p> <p>I can identify (spot) 3 areas in my school by using an aerial plan</p>
Stage 6			<p>I can describe the simple functions of the digestive system in humans</p> <p>I know that certain substances can damage my body e.g., drugs, alcohol and tobacco</p> <p>I can identify how humans are suited to and adapt to their environment in different ways e.g., types of clothing, shelter etc</p> <p>I can explore environmental changes to the human body e.g., heat, cold etc.</p>	<p>I can draw an aerial plan / map of the school using a key, labels, colour and a title</p>

## The Senses

	Materials	The 5 Senses
Stage 0	<p>I have an interest in and explore the world around me</p> <p>I can begin to use my senses to explore different sensory materials e.g., smelling playdough, squishing foam etc</p>	<p>I can demonstrate my preference when selecting one small-world toy/material to investigate/play with (either by pointing, signing or talking)</p> <p>I can make sounds using my body e.g., stamping, clapping etc</p> <p>I can make sounds using items from the classroom e.g., banging pots, rice shakers etc</p> <p>I can explore and respond to different natural phenomena (e.g., standing and playing in the rain, walking through tall grass, waterplay, sensory play)</p>
Stage 1	<p>I can recognise that materials do not all feel the same (e.g., playdough is soft but the table is hard)</p> <p>I can explore materials with different properties</p>	<p>I can talk about what I see using my preferred way of communicating</p> <p>I can demonstrate simple properties of sound e.g., by making things loud/quiet etc.</p> <p>I can describe what I can see, hear and feel when I am outside</p> <p>I can describe different smells</p> <p>I can point to/name the colours in the rainbow</p> <p>I can explore the difference between wet and dry</p> <p>I can explore the differences between hot and cold</p>

<p>Stage 2</p>	<p>I can use all of my senses in hands-on exploration of natural materials</p> <p>I can explore collections of materials with similar and/or different properties</p>	<p>I can identify the 5 senses of sight, hearing, smell, taste and touch</p> <p>I can match smells with the things that make them</p> <p>I can match sounds with the things that make them</p>
<p>Stage 3</p>	<p>I can talk about the differences between materials</p> <p>I can sort different materials into categories, hard, soft, float, sink, rough, smooth</p> <p>I can explore the difference in materials and changes I may notice</p> <p>I can explore things that float and things that sink</p>	<p>I can identify the parts of the body associated with each of the 5 senses</p>
<p>Stage 4</p>	<p>I can identify a single property of one or two different materials after a demonstration e.g., bendy, rough, smooth, see through etc</p> <p>I can identify the material an object is made from</p> <p>I can find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching</p>	<p>I can identify the sources of sounds from around school</p> <p>I can identify and describe high and low sounds</p> <p>I can explore ways to change the pitch of a sound.</p> <p>I can create a musical instrument and explore how it makes high and low sounds</p>
<p>Stage 5</p>	<p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>I can name some materials that can be recycled</p> <p>I can identify the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>I can identify how sounds change over distance.</p> <p>I can explore how sounds change over distance.</p> <p>I can create a string telephone and explore how sound travels through it.</p>

	<p>I can observe that some materials change state when they are heated or cooled</p> <p>I understand the rock cycle and how rocks change</p>	
Stage 6	<p>I can draw and label the rock cycle</p> <p>I can name the three types of rocks</p> <p>I can explore different types of rocks</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p>

### Things That Go

	Electricity	Forces and Motion
Stage 0		<p>I can identify a number of different familiar objects that move: car, bike, boat, plane, my body</p> <p>I can repeat actions that have an effect, e.g., re-winding up a Jack-in-the-box, pressing a button on a toy</p> <p>I can respond to the words “Stop” and “Go”</p> <p>I can explore how things work, with some adult support e.g., investigating different mechanical toys - wind-up toys, pulleys and cogs</p>
Stage 1		<p>I can say whether something is fast or slow</p> <p>I can respond to the command to move forwards or backwards</p>

		<p>I can say some ways that my body moves</p> <p>I can talk about a force being a push, pull, twist or turn</p> <p>I can identify vehicles that help us (e.g., fire engine, ambulance, helicopter, police car etc.)</p> <p>I can cause movement by a pushing action</p> <p>I can cause movement by a pulling action</p> <p>I can explore that objects will fall to the floor due to gravity (ball, paper plane, marble shoot etc.)</p>
Stage 2	<p>I can show that I am aware that a light source is needed to help me to find things in the dark</p> <p>I can begin to make generalisations, connections and predictions from regular experience e.g., the room will become dark if I turn off the light</p>	<p>I can describe how things move using simple comparisons such as faster and slower</p> <p>I can say when there is a push or a pull acting on an object (e.g., did you push the door or pull the door?)</p> <p>I can predict where something will fall/roll/flow (water, marbles, ball, toy with wheels etc.)</p> <p>I can explore that things move away from me when I push and come towards me when I pull</p> <p>I can explore magnets and make observations on how they work (e.g., pull together, push apart etc.)</p>
Stage 3	I can identify common appliances that run on electricity	I know my left and right

	<p>I know that we need light in order to see things and that dark is the absence of light</p>	<p>I can follow some simple verbal directions (e.g., move forwards, stop, turn, move backwards)</p>
<p>Stage 4</p>	<p>I recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>I can notice that light is reflected from surfaces</p> <p>I can build a simple circuit and explain how it works</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>I can label four points on a compass: north, south, east and west</p> <p>I can recognise simple symbols or representations on maps or plans</p> <p>I can explain why when I jump I'm not going to go to space.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet</p> <p>I can observe how magnets attract or repel each other</p>
<p>Stage 5</p>	<p>I understand that light appears to travel in straight lines</p> <p>I can identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery</p>	<p>I can follow directions on a map: north, south, east and west</p> <p>I can create keys for symbols on my map</p> <p>I can describe magnets as having two poles</p> <p>I can draw maps of real life and made up places</p>
<p>Stage 6</p>	<p>I can associate a switch opening or closing with whether or not a lamp lights in a simple series circuit</p>	<p>I can use an 8 point compass</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>I can predict whether two magnets will attract or repel each other depending on which poles are facing</p>

		<p>I can make a simple sketch map of the human and physical features in my local area</p> <p>I can draw a route showing features</p> <p>I can follow a route on a small scale map</p>
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### The World Around Me

	<b>Animals and Birds</b>	<b>Trees, Plants and Flowers</b>	<b>The Earth</b>	<b>Space</b>	<b>Weather and Seasons</b>
Stage 0	I can recognise/identify an animal and a bird	I can recognise/identify a tree and a flower			
Stage 1	<p>I can name different species of animals e.g., lion, elephant, giraffe etc.</p> <p>I can recognise that living things grow and change e.g., puppy to dog, kitten to cat, baby to child.</p> <p>I know what animals need to survive (water, food, shelter)</p>	<p>I can describe some simple features of plants such as their colour/size/texture etc</p> <p>I can identify that a plant needs water to grow and stay alive</p>	<p>I know that our planet is called Earth</p> <p>I can explain the difference between land and sea</p> <p>I recognise that some places on earth vary in temperature e.g., the desert, the arctic, the rainforest</p>		<p>I can name some different types of weather</p> <p>I can explore what the weather is like today and indicate hot or cold</p>

<p>Stage 2</p>	<p>I can describe some simple features of common animals e.g., tails, whiskers, horns etc.</p> <p>I can sequence a series of pictures to describe a life cycle e.g., egg, chick, chicken or frogspawn, tadpole, frog etc.</p> <p>I can identify and name a variety of animals in their habitats</p> <p>I can match some animal offspring with their adult forms</p>	<p>I can say how some plants are similar and some are different from each other.</p> <p>I can name the basic parts of a tree e.g., trunk, leaves, roots</p> <p>I can name the basic parts of a flower e.g., stem, petal, roots</p> <p>I can show an awareness of how trees change through the seasons, e.g., shedding leaves, leaves changing colour etc.</p>	<p>I can identify different environments on earth e.g., mountains, deserts, oceans and rainforests</p> <p>I can explore and describe some familiar places such as the beach</p>		<p>I can name difference between Summer and Winter</p> <p>I can make observations about the weather</p> <p>I can name the four seasons</p>
<p>Stage 3</p>	<p>I can name some animals that eat meat and some that eat plants</p> <p>I can identify and name a variety of common animals including fish, birds, reptiles and mammals</p> <p>I can describe similarities and differences between different animals</p>	<p>I can identify and begin to name some common wild and garden plants.</p> <p>I can identify and name some fruit and vegetable plants.</p> <p>I can plant seeds and care for growing plants</p>	<p>I can identify the UK on a globe and atlas</p> <p>I know what a habitat is and can identify and describe different examples e.g., the desert, the arctic and the rainforest</p> <p>I can say that I live in the UK</p>	<p>I know that our planet is called Earth</p> <p>I can recognise Earth, the Sun and the Moon</p>	<p>I can name the differences between Autumn and Spring</p> <p>I can observe changes across the four seasons</p> <p>I can name four types of weather that happen in the UK</p>

	I can describe how different habitats provide for the basic needs of different kinds of animals		I can begin to identify some natural phenomena e.g., volcanoes, tornadoes and earthquakes		
Stage 4	<p>I can describe a simple food web and explain how it works</p> <p>I can describe and compare the structure of common animals</p> <p>I can identify, name and sort animals which are herbivores, carnivores and omnivores</p>	<p>I can describe how plants need water, light and a suitable temperature to stay healthy</p> <p>I can identify and describe the functions of different parts of flowering plants e.g., roots, stem/trunk, leaves and flowers</p>	<p>I can name and locate the four countries of the UK</p> <p>I can name the layers that make up the earth</p> <p>I can name key parts of a volcano</p> <p>I can compare different habitats on earth and talk about similarities and difference</p>	<p>I can identify the planets in our Solar System</p> <p>I can describe some features of the planets in our solar system</p> <p>I can place the planets of our solar system in the correct order</p> <p>I can explain what the job of an astronaut is</p>	I can observe and describe the weather associated with each season
Stage 5	<p>I can understand animal adaptations and explain how some animals are best suited to their environment/habitat</p> <p>I can sort animals according to a criterion, for example all</p>	<p>I can order the lifecycle of a plant and begin to explain what happens at each stage</p> <p>I can indicate that I understand changes in different seasons e.g. leaves falling in Autumn, growth halting in Winter, buds/blossom</p>	<p>I understand the earth's crust is made up of plates</p> <p>I can name the capital cities of the 4 countries of the UK</p>	<p>I can explore the movements of the sun and moon</p> <p>I can explain the movement of the moon</p>	<p>I can investigate and keep records of our weather over a period of time</p> <p>I can name three types of weather that may affect us</p>

	<p>animals that live in the rainforest</p> <p>I can describe how animals obtain their food from plants and other animals using the idea of a simple food chain</p>	<p>in Spring, flowers blooming in Summer</p>	<p>I can name and locate the world's 7 continents and 5 oceans</p>	<p>I can describe some of the phases of the moon</p> <p>I can describe the geographical differences between earth and the moon</p> <p>I can discuss and explore some key areas of space exploration</p>	<p>I can understand the dangers of some weathers and know how to keep myself safe where appropriate</p>
<p>Stage 6</p>	<p>I can construct and interpret a variety of food chains including producers, predators and prey</p>	<p>I understand how some plants are suited to their habitats e.g., cactus</p> <p>I understand the difference between a deciduous and an evergreen tree and can give some examples</p>	<p>I can name some of the UK's main rivers</p> <p>I can describe the process of what happens when a volcano erupts</p> <p>I understand and can explain the water cycle</p> <p>I understand how mountains are formed</p>	<p>I can describe the movement of the earth and other planets relative to the sun in the solar system</p> <p>I can explain how day and night occur</p> <p>I can explain why day and night occur in different places on earth at different times</p>	<p>I can describe what a weather forecast shows</p> <p>I can recognise three or more weather symbols</p> <p>I can present a weather forecast for parts of the UK</p>

				I can discuss and explore a timeline of space travel	
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## History

	All History
Stage 0	<ul style="list-style-type: none"> <li>• I can recognise people that are close to me</li> <li>• I can communicate something that happened in the past (this could be an hour ago, a week ago, a year ago etc.)</li> <li>• I can listen to stories from the past</li> <li>• I can investigate artefacts from the past using my senses</li> </ul>
Stage 1	<ul style="list-style-type: none"> <li>• I can show an interest in the lives of people who are close to me</li> <li>• I can remember and talk about significant events in my life (birthday party, holiday etc.)</li> <li>• I can use everyday language related to time</li> <li>• I can ask questions about old and new objects</li> <li>• I can spot old and new things in a picture</li> <li>• I know that some objects belong in the past</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• I can recognise and describe special times or events with family, friends or at school</li> <li>• I can order and sequence familiar events</li> <li>• I can put at least 3 pictures/artefacts in chronological order</li> <li>• I can use words and phrases such as old, new, a long time ago, before and after with some accuracy</li> <li>• I can compare some aspects of life in a different period e.g., explorers, kings and queens etc.</li> <li>• I can listen to and use stories as a source for answering questions about the past</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• I can identify significant individuals from the past and recall facts/stories about them</li> <li>• I can retell a familiar story set in the past in chronological order</li> <li>• I can observe and handle artefacts and use this to ask and answer questions</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify some differences between past and present</li> <li>• I can use simple words and phrases to describe the past; after, before, between etc.</li> <li>• I can begin to use simple timelines to order some events</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>• I can ask relevant questions using a range of artefacts/photographs provided</li> <li>• I can investigate a person or event from the past using books or the internet</li> <li>• I can describe how some things from the past affect life today</li> <li>• I can use dates on a timeline</li> <li>• I can interpret the past through roleplay e.g., hot seating</li> <li>• I can summarise the main events from a period of history</li> </ul>
Stage 5	<ul style="list-style-type: none"> <li>• I can use a timeline with dates including BC and AD</li> <li>• I can identify some similarities and differences within a period of time e.g., the lives of rich and poor</li> <li>• I can independently research the lives of significant individuals</li> <li>• I can give a plausible explanation about what an object was used for in the past</li> </ul>
Stage 6	<ul style="list-style-type: none"> <li>• I can use a range of dates and historical terms</li> <li>• I can use a timeline to place events and historical periods</li> <li>• I can show where changes happen using a timeline</li> <li>• I can research two versions of an event and say how they differ</li> <li>• I can begin to use more than one source of information to bring together a conclusion about a historical event</li> </ul>