



Linking to later learning...

English	Science	History	Geography	Computing	D&T	RE	PSHE
Using information from stories, photographs, artefacts and non-fiction texts. Developing questioning and enquiry skills. Building vocabulary through first-hand experiences. Comparing events, people and places.	Observing closely and identifying changes. Asking questions and carrying out simple investigations. Predicting and explaining observations. Identifying patterns and relationships in the natural world. Recording findings and sharing explanations.	Talking about the past and present. Sequencing events chronologically. Using evidence such as photographs and artefacts. Understanding changes over time. Exploring significant people and events.	Describing environments and places. Using maps, photographs and fieldwork observations. Comparing locations and communities. Understanding human and physical features. Exploring similarities and differences between places.	Using technology purposefully. Retrieving information from digital sources. Creating digital content. Understanding how technology is used in everyday life. Developing safe and responsible technology use.	Exploring how things work. Investigating mechanisms and systems. Designing, creating and evaluating products. Solving practical problems. Selecting tools and materials for a purpose.	Learning about religious and cultural traditions. Exploring celebrations, beliefs and practices. Respecting similarities and differences. Developing understanding of diverse communities.	understanding communities and belonging. Recognising similarities and differences between people. Developing respect, empathy and tolerance. Understanding roles and responsibilities within society.

RANGE 1

RANGE 2

RANGE 3

RANGE 4

RANGE 5

RANGE 6

BIRTH - 6 MONTHS

12 - 18 MONTHS

6 - 12 MONTHS

18 - 24 MONTHS

24 - 36 MONTHS

36 - 48 MONTHS

48 - 60 MONTHS

60 - 71 MONTHS

	Past and Present	People, Culture and Communities	The Natural World	Technology
RANGE 3 18-24 months	- I can talk about things that have happened to me recently. - I can recognise and name familiar people in photographs. - I can remember and talk about important experiences that I have had. - I can use simple time words such as gone, again and yesterday.	- I am curious about other people and enjoy learning about them. - I am interested in stories about people, animals and things that are familiar to me or that fascinate me. - I can look at photographs and recognise myself, familiar people and familiar objects. - I enjoy looking at photographs of myself with people, animals and things that are important to me. - I can show interest when listening to stories about people and the natural world.	- I am curious about exploring new and familiar things in nature, such as grass, mud, puddles, plants and animals. - I can explore objects in different ways by shaking, hitting, looking, feeling, pulling, turning and poking them. - I can remember where familiar objects belong. - I can match parts of objects that fit together, such as putting a lid on a teapot.	- I can remember what will happen next when I see or hear something repeated. - I can anticipate familiar sounds, sights and actions that happen again and again. - I can explore toys with buttons, flaps and moving parts. - I can begin to work out how simple toys and mechanisms operate.
RANGE 4 2 year olds (On Entry Nursery)	- I can remember and talk about important events in my life. - I can talk about things that happened in the past and things that are happening now. - I can use photographs, objects and stories to help me remember and talk about events. - I can talk about my family and the people who are important to me. - I can notice similarities and differences between my past experiences and my experiences now.	- I know who the people in my immediate family are, including my relatives and pets. - I can pretend to be people, animals and characters in my play by copying familiar experiences from my home and culture. - I can act out everyday events, such as making tea, going to the barbers or caring for a pet. - I am beginning to make friends with other children. - I know that I am similar to other people in some ways and different in other ways. - I understand that the things we have in common and our differences help make us unique.	- I can notice the detailed features of objects in the world around me. - I can talk about things I have observed, such as plants, animals and natural objects. - I can explore and investigate things that interest me. - I enjoy playing with small world toys and recreating things I have seen and experienced. - I can use my experiences, such as visiting farms, garages, train tracks, rivers or lakes, to help me in my play and learning. - I can choose what I want to investigate and find out more about.	- I can turn on and use some digital equipment with support. - I can use simple technology and begin to learn how it works. - I can operate mechanical toys, such as wind-up toys and pull-back cars. - I can investigate how water moves when I wash, clean and play with it. - I can use pipes, funnels and other tools to move water from one place to another. - I can explore different ways of making things work. - I can talk with others about how something works. - I can help to solve simple problems when something is not working. - I am beginning to understand that different tools and technologies have different purposes.
RANGE 5 3-4 year olds	- I can talk in detail about things that have happened to me in the past. - I understand that photographs and objects can help me learn about and remember the past.	- I am interested in the lives of people who are familiar to me. - I enjoy joining in with family customs, traditions and routines. - I can remember and talk about important events in my life and in	- I can comment on and ask questions about the world around me, including where I live and the natural world. - I can talk about why things happen and how things work.	- I can use simple equipment, such as music players and remote controls. - I can use touchscreens and other technology with support.

(Nursery/ Reception on Entry)	• I can make connections between my own experiences and the experiences of other people. • I can use time words such as before, after and when I was little when talking about events. • I can remember, describe and sequence events from my own life. • I know that some things change over time while some things stay the same.	the lives of people who are close to me. • I can notice similarities and differences between myself, my friends and my family. • I can compare my own experiences with the experiences of other people. • I am interested in different jobs and occupations. • I can talk about the different things people do at work and at home. • I understand that people live, work and spend their time in different ways. • I can explore and act out different occupations and ways of life through my play.	• I understand that living things grow, change and eventually die. • I can notice changes over time in people, plants, animals and objects. • I can show care and concern for living things and the environment. • I understand that my actions can affect the world around me. • I can make choices that help to look after plants, animals and my environment. • I am beginning to understand how my behaviour can have an impact on the environment.	• I am interested in technology and enjoy exploring how different devices work. • I can use toys with buttons, knobs, pulleys and flaps to make things happen. • I can make toys work by pressing, pulling, turning and lifting different parts. • I know that technology can create sounds, movement, pictures and other effects. • I know that information can be found using digital devices and the internet. • I can use different materials to explore how things work and what happens when I change them. • I can investigate cause and effect by making and testing things. • I can create simple models and constructions, such as puppets and kites, and explore how they work. • I can talk about how technology and everyday objects help us in our lives.
RECEPTION AUTUMN	• I can talk about recent events in my life and in my family. • I can use photographs and special objects to help me remember and talk about the past. • I can share my memories and experiences with others. • I can use simple time words accurately when talking about events. • I know that photographs and artefacts can tell us about things that have happened in the past.	• I can talk about my family, my home and the people who are special to me. • I can share information about the people who are important in my life. • I can learn about people who help us in our community and talk about what they do. • I can recognise some different jobs and roles that help others. • I can explore celebrations, festivals and traditions. • I can talk about special events and celebrations that are important to me and my family.	• I can observe animals, plants and the changes that happen in different seasons. • I can notice and talk about changes that I see in the natural world. • I can make simple predictions about what might happen next. • I can discuss changes that I observe over time. • I know that plants and animals need certain things to help them grow and stay healthy. • I can identify what plants and animals need to survive.	• I can use technology purposefully during my play and learning. • I can use devices to listen to stories, look at photographs and find information. • I can explore cause and effect when using technology. • I can make things happen by pressing buttons, touching screens and using simple controls. • I can create digital pictures using technology. • I can take photographs and make simple recordings.

		• I understand that different families may have different traditions and ways of celebrating. • I can notice similarities and differences between my experiences and those of others.	• I can observe how living things grow and change throughout their life cycles. • I can talk about seasonal changes and how they affect plants, animals and the environment. • I understand that the natural world changes over time and throughout the year.	• I can talk about how technology helps me to learn, communicate and explore. • I know that different types of technology can be used for different purposes.
RECEPTION SPRING	• I can put events in the order that they happened. • I can talk about changes that happen over time. • I can compare things that happened in the past with what happens now. • I can talk about similarities and differences between past and present experiences. • I can use a range of time words such as before, after, first, next, then, later and finally. • I can use chronological language to describe events and tell simple stories. • I understand that things change over time and that some things stay the same.	• I can describe similarities and differences between different communities. • I can talk about the jobs that people do in my community and beyond. • I can discuss different communities and the people who belong to them. • I can compare traditions, celebrations and ways of life from different groups of people. • I can talk about how people's experiences may be similar to or different from my own. • I understand that communities can have different traditions, beliefs and customs. • I can show respect for people whose lives and experiences are different from mine. • I know that people contribute to their communities in different ways.	• I can notice similarities, differences and patterns in the world around me. • I can compare what I observe and talk about what is the same and what is different. • I can identify simple patterns and describe what I notice. • I can explain what happened and talk about why it happened. • I am beginning to understand simple cause and effect relationships. • I can talk about different habitats and environments. • I know that different animals and plants live in different habitats. • I can observe and discuss features of the natural world in different environments. • I can record what I observe using pictures, drawings and simple records. • I can share and talk about my observations with others.	• I can use simple searches with adult support to find information. • I know that technology can help me find answers and learn new things. • I can use simple programs and interactive resources confidently. • I can follow instructions when using digital devices and programs. • I can create digital content for a purpose, such as pictures, recordings or messages. • I can use technology to share my ideas and learning. • I understand that different types of technology can be used in different ways. • I can talk about how technology helps me in school and in everyday life.
RECEPTION SUMMER	• I can talk about the lives of people around me and the roles they have in society. • I can describe how different people help us in our community. • I know that people have different jobs, responsibilities and contributions to society.	• I know that people from different religious and cultural communities may have similarities and differences. • I can talk about different beliefs, traditions and celebrations that are important to people.	• I can explore the natural world by observing, investigating and asking questions. • I can look closely at plants, animals and natural materials to find out more about them. • I can talk about what I notice in the world around me.	• I can use a range of technologies confidently and appropriately. • I can choose technology that helps me to complete a task or solve a problem. • I can use technology to find and retrieve information.

	• I can identify some similarities and differences between life in the past and life today. • I can compare objects, experiences and ways of living from the past with those of the present. • I understand that some things change over time while some things stay the same. • I can learn about the past through stories, books, photographs and experiences. • I can talk about what I have learned about the past from different sources. • I understand that stories and information from the past can help me understand how people lived before.	• I can describe some similarities and differences between religious and cultural communities. • I can talk about the roles that people play in society. • I know that different people contribute to their communities in different ways. • I can explain how people help others through their jobs and responsibilities. • I can talk about some similarities and differences between life in this country and life in other countries. • I can compare homes, schools, traditions and environments in different countries. • I understand that people may live differently around the world, but we also share many things in common. • I can show respect for people, cultures and communities that are different from my own.	• I understand that living things grow, change and respond to their environment. • I know about some important processes and changes in the natural world, such as growth, seasons and life cycles. • I can describe similarities and differences between different environments and habitats. • I know that different plants and animals live in environments that meet their needs. • I can make careful observations of animals and plants. • I can record my observations through drawings and simple representations. • I can use what I see and learn to explain my ideas about the natural world.	• I know that information can be found using different digital devices and resources. • I can complete simple programs using age-appropriate software. • I can follow, create and adapt simple instructions when using digital technology. • I can create digital content, such as pictures, presentations, recordings and messages. • I can explain the choices I make when creating digital content. • I understand that different technologies have different purposes. • I can use technology safely and responsibly as part of my learning.
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Statutory ELGs Past and Present	Statutory ELGs People, Culture and Communities	Statutory ELGs The Natural World	Statutory ELGs None Birth to Five Matters: Technology
Children at the expected level of development will:- 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.	Children at the expected level of development will:- 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	Children at the expected level of development will:- 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	Children require access to a range of technologies, both digital and non-digital in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific inquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional

	knowledge from stories, non-fiction texts and – when appropriate – maps.	around them, including the seasons and changing states of matter.	opportunities to learn across all areas in both formal and informal ways. Technologies should be seen as tools to learn both from and with, in order to integrate technology effectively within early years practice.
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