



Understanding the World Curriculum Progression

Aspiration for the cohort

Milestone 1

Prayer Life of the School

- To identify the prayer table in the classroom.
- To place the cloth on the table.
- To recognise the bible as a special book with stories about God and Jesus.
- To follow an adult's lead to join set familiar prayers.

Religious Education

- Listen to stories from the Bible
- Name and talk about God, Jesus, Mary.
- Listen and talk about how people behave in the school community.
- Talk about the church building.

Past and Present

- Can talk about the things they can do now and compare it to when they were younger.
- Can talk about what happened yesterday and what will happen tomorrow.
- Listen to stories about the past

People, Culture and Communities

- Talk about members of their immediate family and community (Who lives in my house, Parish Priest)
- Name and describe people who are familiar to them.
- Connect people to their environmental place (classroom adults)
- Talk about where they live (Andover, town, England)

The Natural World

- Use and follow simple maps in play.
- Talks about where they are going 'now'.
- Talk about what can be seen around them.
- Show an interest in and talk about space.
- To talk about what the weather is like today.
- Observe the effect of changing seasons on the natural world around them.
- Looks closely at and talks about the animals and plants found in the immediate environment



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Milestone 2

Prayer Life of the School

- To add candles to the table.
- To know that the bible is a book where we can learn about Jesus.
- To hold their hands together to show reverence.
- Following adult modelling, pupils are encouraged to offer a simple verbal prayer

Religious Education

- Talk about stories in the Bible
- Listen and talk about how people behave in the local church community.
- Talk about how and when we pray in church.

Past and Present

- Talk about parents and grandparents as being born before they were.
- Talks about images of familiar situations in the past (Baptism, birthdays, holidays)
- Talk about what is the same and what is different about characters from stories, including figures from the past

People, Culture and Communities

- Connect people to their environmental place (other school adults, classrooms and office staff)
- To name and talk about their birth country.
- Listens to stories about different places
- Beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries (Talk about London as a capital city; Name human features of London; London can be found in the UK; Andover can be found in the UK)

The Natural World

- Draw a simple map to support play
- To use and follow the language of positionality (near, far, right, left, close, behind, in front) through play
- Describe what they see, hear and feel whilst outside.
- To name and explore maps and globes, showing an understanding of their purpose.
- To name seasonal and daily weather within the local area.
- Observe the effect of changing seasons on the natural world around them.
- Talk about and explore where different animals live in the school grounds, including the pond/pond life.
- Describe features of different plants and animals noting similarities and differences.



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Milestone 3

Prayer Life of the School

- Retell some stories from the bible.
- To begin to lead the Sign of the Cross.
- To show reverence, beginning to focus their mind on prayer.
- To share any intentions they may want to add to class prayer.

Religious Education

- Listen and talk about how people behave in the wider church community.
- Talk about why we go to church and who leads us in prayer.
- Recognise that other communities have special holy books and worship God.

Past and Present

- Begin to understand the difference between past and present
- Talk about key historical events (Bonfire Night, Remembrance Day)
- Talk about how things were different in the past.

People, Culture and Communities

- Describes a journey within the local environment.
- Connect people to their environmental place (community adults - police, fire, doctor/nurse)
- Has a deeper understanding of the wider world and draws comparisons between own local environment/ community and other places.
- Looks at, and makes maps, of local environment.

The Natural World

- Follow and draw simple route maps.
- Exploring a route from school to a post box; observing features.
- To begin to use directional language (left, right, near, far).
- Observe physical features found in the school grounds.
- Name and identify Earth, sun and some planets
- Observe the effect of changing seasons on the natural world around them.
- To develop an understanding of the effect of different weather on how we live and what we do.
- Finds out about and share information discovered about plants and animals of different climates.
- Understand and use some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.