

HCAT Understanding the World Curriculum Progression

NB: Through the delivery of all curriculum subjects focus to the prime areas of learning will be interwoven throughout learning experiences.

Children will be encouraged to use their speaking and listening skills by engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

		Nursery			Foundation Stage 2			End of F2 HCAT expectation
History	Chronology	Able to say who they are and who they live with	Can briefly talk about some members of their family	Can talk about any pets that they might have now or in the past	Can talk about members of immediate family in more detail	Can discuss similarities and differences between people in their family	Can talk about past and upcoming events with their immediate family	- I know how to sort events or objects (artefacts) into groups based upon chronology (then and now). - I understand how to put events or objects in order of when they occurred. - I know how to accurately use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were younger
	Historical Knowledge	Sequence family members by size and name (baby, child, adult)	Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members, explaining who they are and the key differences between what they can/can't do	I can talk about events that's have happened in my life in the past and the order in which they happened		- I understand the difference between things that happened in the past and the present. - I know about things that have happened to me in the past. - I know some things that happened to other people in the past.
	Historical Enquiry	Shares likes and dislikes	Shares some similarities between characters and figures	Comments on fictional characters in stories	Compare and contrast characters from stories non-fiction texts, sharing similarities and differences			- I have looked at books to help me find out about the past. - I have listened to stories about the past. - I tell stories about the past (sometimes using role play).
	Historical interpretations	Shares similarities between objects	Can understand the difference between old and new pictures / photos	Comments on historical figures or objects in non-fiction texts	Compare and contrast historical figures and objects from the past sharing similarities and differences			- I know how to look at pictures and ask, "Which things are old and which are new?" - I know how to answer questions about events, using 'before' and after to describe when something happened. - I know how to look at objects from the past and ask, "What were they used for?" and try to answer. - I know how to look at pictures from the past and ask, "What were people doing?"
	Organisation and Communication	I can draw pictures about the past and talk about them			I can write / mark make and give meaning to share my knowledge about the past			- I know how to draw pictures and write about them to tell others about the past. - I know how to write in sentences things I have found out about the past. - I know how to tell stories about the past

RE		Comments on recent pictures of experiences in their own life. “This was me at the farm...”		Comments on recent pictures of celebrations in their own life. “This was me celebrating Diwali”	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Beginning to recognise some religious stories and some religious signs, symbols, words or phrases.		
		Knows that there are special places of worship			Knows why religious venues are special and who goes there	Can name different religious venues – Church, Mosque and Gurdwara as a minimum	Beginning to recognise that people act in a particular way because of their religion.		
		Knows that there are differences between what people believe		Developing positive attitudes about differences between people	Can articulate what others celebrate and begin to explain		Is beginning to say what matters about their own feelings. Beginning to say what they wonder about and is beginning to reflect quietly.		
Geography		Knows what a map is used for		Identifies features on a simple map (trees, house, river, mountain)	I am beginning to learn about places in the United Kingdom using geographical words such as physical and human.		Can use maps to locate objects in ‘real life’	I am beginning to learn that the world is made up of continents and oceans I am beginning to learn some basic geographical vocabulary.	
		Knows that there are different countries in the world			Knows that we live in Barnsley which is in England.	Knows that the capital city of England is London.		I am beginning to learn a few things about the capital city in the country we live in, e.g. key monuments. I can locate key places on a map of the local area.	
								I can use geography skills when looking at a contrasting locality in the UK.	
		Knows where they live (house, flat, bungalow)	Can explain features of other homes		Can identify similarities and differences between homes in other countries	Knows that different countries have different homes	Can identify similarities and differences between homes in our country	I can look at places and draw features I like or dislike, sorting them into groups.	
		Can articulate what daily life is like in our country		Explains how life may be different for other children	Makes comparisons between life for children in different countries			I use books, stories and other information to find out about places.	
		Talk about what they see in their own environment (school/home) using a wide vocabulary	Talk about local environments (their road, the park, library, Barnsley)			Use pictures to compare and contrast environments around the world	Recognise some environments that are different to the one in which they live		I ask what is this place like? I tell others the things I like and dislike about a place. I can make drawings of an area I am finding out about. I can notice that the weather changes.
Science		Explore collections of materials, identifying similar and different properties	Explore collections of materials		Explores the natural world around them		Talks about differences between materials and changes they notice.	Explores the world around them and observes things closely.	
		Uses senses in hands on exploration		Can name their 5 senses	Explain what their five senses are				
		Explores how things work		Explores and talks about forces (push and pull)	Explores non-contact forces (gravity and magnetism)			Notifies links between cause and effect (speed, shape, direction and magnetism) and is beginning to perform a simple test.	
		Understands that the weather changes and that in different countries you have different weather		Can identify what you need to wear for each season and why	Names and orders seasons		Understand the effect of seasons on the natural world, discussing when and how things grow and change	Identify seasonal weather patterns	
		Plants seeds and cares for growing plants with support and can say what plants need to survive		Can talk about different life cycles	Can explain the life cycle of a daffodil and a butterfly		Understands the need to respect and care for the natural environment and all living things.	Observe the natural and humanly constructed world around them making observations and drawing pictures of animals and plants	
		Understands the difference between plants and animals		Makes simple observations 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.			Decides how to sort and classify objects beginning to identify things in the natural and humanly constructed world.
		I can talk about simple observations that I make		I can expand on my observations using learnt vocabulary (be explicit about vocabulary used)		I can carry out a simple experiment		I can ask how and why questions about a phenomenon and find out the answer with my teacher or peers	Asks how and why Q’s and realises these can be answered. Is beginning to use one or two basic observations and ideas to suggest and answer to a question.
Computing	Computing Systems and Networks	Explore technology through using iPads and IWB	Confidently and competently use a range of technology e.g cd player	I can use the IWB to complete a task on simple programmes e.g drawing on smart notebook		I can identify a mouse and a keyboard	I can complete simple actions using a mouse / keyboard (see curriculum document for specifics)		
				I can explore a programmable device			I can create and follow a set of simple instructions using beebots		
		I can share websites as a whole class and interact with them with adult support			. I know a few familiar websites e.g google, youtube, busy things		I understand that you can find information from the internet	I am aware of ways to find out information using technology (discussion & observations around using the Internet and commonly used search engines)	

	Online Safety and Cyber Bullying	I can share ICT equipment with support		Understand the need to limit time spent using technology and can take turns	Explain why 'screen time' should be limited to support overall health and wellbeing	I know to seek adult permission when accessing technology. I can follow e-safety rules.
PD & RSHE	Living in the wider world	Shows an interest in different occupations (nurse, doctor, police, fire...)	Talks about a wider range of occupations (electrician, plumber etc)	Can identify similarities and differences between jobs	Can identify emergency situations and knows who to call	To know coins and other items related to money To know the uses of money
		I understand how people earn money and how jobs contribute to the community		I know the value of different coins	I understand that some things must be paid for	To know why it is important to keep money safe