

Understanding the World	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Past and Present	<ul style="list-style-type: none"> • Curious about people and show interest in stories about myself and my family. • Enjoy pictures and stories about myself my family and other people. 	<ul style="list-style-type: none"> • Recognise my own immediate family and relations. • Begin to make sense of my own life-story and family’s history. 	<ul style="list-style-type: none"> • In pretend play, imitate everyday actions and events from own family and cultural background e.g. making and drinking tea. • <i>Begin to talk about their own life-story and family’s history.</i> 	<ul style="list-style-type: none"> • Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby. • Talks about significant events in their own life.
People, Culture and Communities	<ul style="list-style-type: none"> • Can remember where objects belong. • Can match parts of objects that fit together (e.g. puts lid on a teapot). • Beginning to notice differences between people. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Talks about differences they can see. • Remembers where things go and can help to tidy up • Play with small-world models such as a farm, a garage or a train track. 	<ul style="list-style-type: none"> • See my new friends have similarities and differences that connect them to, and distinguish them from, others. • Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talks about the world around and the people are places that are familiar. • Show an interest in the lives of others. • Has positive attitudes about the differences between people. • Understand that people come from different countries and talk about features they can see in photographs.
The Natural World	<ul style="list-style-type: none"> • Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, pulling, turning and poking. • Explore natural materials both inside and outside. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> • Notice features of objects in the environment using a wide range of vocabulary. • Plant seeds and care for growing plants. • Begin to understand the key features of the life cycle of a plant and an animal. • <i>Begin to understand the need to respect and care for the natural environment and all living things</i> • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Explores the natural world and talk about out the things that are noticed. • Ask questions about the natural world. • Recognises change and can describe what is happening. • Talk about how things work. • Start to develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment