Understanding of the World Branch Map

People and Communities	The World	Scientific Enquiry	ICT

Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
Is curious about people and shows interest in stories about themselves and their family	Has a concept of significant relationships	Comments on pictures/stories relating to themselves	Talks about events in their own experience	Looks closely at similarities, differences and change	Can talk about past events in their own lives and in the lives of family members
- In school - In the community - At home	- In school - In the community - At home	- Photos - Videos			
Matches parts of two related objects e.g. puts lid on teapot	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea	Describes some of the things that make them unique	Recognises and describes special times or events for family or friends	Can talk about present events in their own lives and in the lives of family members	Talks about why things happen and how things work
Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing	Can travel short distances to transition between activities	Can move around and find areas in familiar environment with minimal support	Shows interest in different occupations and ways of life	Enjoys joining in with customs and routines	Talks about similarities, differences, patterns and change
		- In school - In the community - At home	- Roleplay - Photos/videos	- In school - In the community - At home	
Collect and interact with natural objects	Plays purposefully with small-world models	Notices signs/symbols for significant places in their environment	Comments on aspects of their familiar world such as the place where they live or the natural world	Ask questions about aspects of their familiar world such as the place where they live or the natural world	Move around a 'course' using directional language
- In school - In the community - At home	- Farm - Car garage/transport toys - Train set	- In school - In the community - At home	- In school - In the community - At home	- In school - In the community - At home	- In school - In the community - At home
Names single property of an object	Starts to carry out simple tests on objects and can comment on differences	Notice and comment on one difference between plants/animals	Sort plants, animals and objects by criteria	Developing an understanding of growth, decay and changes over time	Can identify variables that could be changed
- Texture - Smell - Visual - Sound	- Loud/quiet - Fast/slow - Big/small - Heavy/light	- Pictures - Real	- Habitat - Type - Size	- Plants - Animals - Humans - Other objects	
Starts to carry out simple tests on materials	Chooses to use a physical process for a specific result	Identify sounds in environment	Can name different rooms in their environment	Responds to suggestions of how to find things out	Make a simple prediction in a new experiment
- Deconstruction - Heating/cooling - Combining/separating - Mixing	- Push/pull - Wet/dry - Heat/cool	- Transport - Animals - Household objects - People	- In school - In the community - At home		
Explore with simple forces	Explore and comment on plants and animals using range of senses	. Requests scientific tools/objects for specific purposes	Shows care and concern for living things and environmental care	Builds a simple working circuit	Decide what results to collect
- Float/sink - Push/pull - Gravity/air forces - Magnetism	- Plants - Animals	- Cooking - Cutting - Heating/cooling - Melting/freezing - Pushing/pulling	- Plants - Animals - Environmental care	- Lightbulb - Buzzer - Fan/motor	
Shows interest in toys with buttons, flaps and simple mechanisms, beginning to learn how to operate them	Seeks to turn on and operate some ICT equipment	Shows awareness of a range of consistent changes to materials under effect of physical processes	Investigate with simple electrical components	Make a simple prediction when repeating an experiment	Explores changing text size, style and colour using appropriate software
	- Radios/music players - Computers - Tablets	- Melting - Freezing - Cutting - Heating - Cooling	- Wires - Light bulb - Fan/motor - Battery - Buzzer		
Uses a tablet or interactive whiteboard for mark making activities	Can use specific keys on a keyboard to cause an effect	Use simple Scientific equipment	Makes comments on the results of their actions	Collects objects and tools for specific purposes	Show awareness that ICT sources e.g. the internet can be used to find things out
- Using finger - Using stylus	- Use specific keys to make a selection - Uses specific keys to cause different effects	- Magnifying glass - Magnets - Electricity - Recording device (stopwatch/tape measure)		- Cooking - Cutting - Heating/cooling - Melting/freezing - Pushing/pulling	
Can use a single button mouse as a cause and effect input device	Can use a single button mouse, showing an awareness that they are controlling the cursor on screen	Repeats an action in order to test result	Compares and contrasts results	Collects and records data	Experiment with simple sound and video editing programs
	- To make a selection - To open a program		- More than/less than - Faster/slower - Wet/dry	- Recording table - Tally chart - Measuring equipment	
Can wear headphones when using equipment	Can change brushes, colours and stamps using art programs	Operates mechanical toys, e.g. turns knob on wind-up toy or pulls back on a friction car	Can sort objects into groups based on Scientific attributes	Identify objects made by a range of different materials	Produce simple pictograms representing data that they have collected
- Tolerates wearing headphones - Understands that headphones are a source of sound	- On computer - On tablet		- Float/sink - Magnetic/non magnetic	- Plastic - Metal - Wood	
Can open specific applications on a tablet	Explore ways of making sounds using simple programs and devices	Knows how to operate simple equipment	Comments on light and shadow in an investigation	Uses simple Scientific terminology	Use simple programming tools on the computer requiring the input of a series of instructions
	- On tablet - Piano keyboard	- Turn on music player - Use a remote control	- Proximity - Comparison - Concept of transparent/opaque - Investigate with objects	- Waterplay - Construction - Cooking - Transport toys - Other	
Can select a specific area on a touch screen to cause an effect	Can drag and drop on a touch screen or tablet	Shows an awareness that text and images on a computer can be printed out	Shows an interest in real objects such as cameras and mobile phones, attempting to use functionally	When playing back recorded media, show an understanding of play, pause and stop buttons	
			- Take photos - Record videos - Record sounds - Charge devices (understanding why)		
		Can use a single button mouse to drag and drop	Uses arrow keys on keyboard to control movement on the screen	Complete an appropriately challenging program with multiple steps on the computer independently	
				- Maths based - CLL based	
		Participate in simple video conferencing activities e.g. video call		Program a simple floor robot with a series of instructions	
		Uses buttons to play back songs, sound recordings or videos		Begin to gather data and enter it onto a simple computer program	
		- On computer - On tablet			
				Experiment with editing images	

If you have any questions or comments, please email us: customer.service@eyfs.info