

Early Years Curriculum for SPECIFIC AREA - UNDERSTANDING THE WORLD

Understanding the World

Children in Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

Past and Present

- 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.

People, Culture and Communities

- 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 knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- 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 around them, including the seasons and changing states of matter.

Global Links with school in Zimbabwe

British Council Connecting Classrooms

Pupils will (intent)

Possible learning experiences and not limited to:

- Talk about where Zimbabwe is in the world
- Look on a map/globe to find Zimbabwe
- Find out about family/school life in Zimbabwe
- Look at similarities and differences to UK/Zimbabwe
- Talk about our diverse world
- Challenge their own and others perceptions/stereotypes
- Learn about their place in the world and their actions

YEAR A

TOPICS/THEMES

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer2
Topic/Theme	On our Doorstep (People, Culture and Communities)	Let's Celebrate (Past and Present)	All Creatures Great and Small (The Natural World))	Castles and Knights (Past and Present)	Food Glorious Food (People, Culture and Communities)	In the Woods (The Natural World)
EYFS Geography and History 'sticky knowledge'	<ul style="list-style-type: none"> • know 3 things they couldn't do as a baby but can do now (History) • Name members of their immediate and extended family (History) • know about key features of locality eg school, park, church, railway, shop.. (Geography) • know their home address (Geography) • know features of immediate environment in school grounds eg hall, main entrance, other classes, adventure play, school garden, wildlife area, running track...(Geography) • know about Remembrance and talk about losses in their lives eg lost toy, death of friend/relative, old friends...(History) • know the name of a significant event (Birthday, Bonfire night, Christmas, Eid, Diwali, Easter...eg (History) 		<ul style="list-style-type: none"> • know that photos and stories tell us about the past (History) • Use photographs to talk about their families past eg soldiers, birthdays of older family members, weddings... (History) • know the difference between Cononley (village) and Skipton (town) (Geography) 		<ul style="list-style-type: none"> • know the 4 seasons (Geography) 	
Links to KS1 Geography and History	Geography – where I live	History -The Great Fire of London	Geography – Why do penguins need to fly?	History – Who lived in Skipton Castle?	History - Holidays in the past	Geography - What is it like to live in Kampong Ayer?
Links to KS1 RE	What can we learn from sacred books? Who is a Muslim and what do they believe?		What does it mean to belong to a faith community?		What makes some places sacred?	
EYFS computing opportunities	lightbox, camera, music CD player, IWB, ipad, PC, Purple Mash - 2 paint, 2 paint a picture, Mashcams, A fishmatic game, Number paint project 1, celebration paint projects(pumpkin, diwali, xmas ,fireworks, rangoli, diwa lamps, poppy, harvest...)		Beebot, bluebots and card reader, remote controlled car, listening station, microphones, Purple Mash – 2 create a story, 2beat, 2explore, 2count, 2quiz, Celebration paint projects(Easter, Chinese New Year)		Microscope, Purple Mash – 2design and make, 2go, 2handwrite, 2email,2respond, Celebration paint projects (Easter, Chinese New Year)	
Links to KS1 Computing	Online safety Maze Explorers Questioning		Online safety Animated Stories Making Music		Spreadsheets Pictograms Presenting Ideas	
EYFS Science opportunities	My body and Senses	Sound and Light	Animals (penguins and polar bears) Melting and Freezing	Floating and sinking Magnets	Plants	British Woodland plants and animals
	Seasonal walks – using senses to explore seasons and weather Cherry Tree study – photograph and represent the cherry trees over the changing seasons (autumnal leaves, bare branches, pink blossom, green leaves and shade)					
Links to KS1 Science	(Earth and Space)	(Light)	Animals including humans	Materials	Plants Living things and their habitats	
	Seasonal change – ongoing Pupils will: • talk about the different seasons • make observations outside • walk around school grounds and local area in different weathers/season • collect seasonal objects – conkers, buttercups, dandelion clocks, ice, leaf skeletons• experience first-hand what the seasons look/feel/smell like					

Implementation	Impact
<p>In order to ensure a breadth and balance is covered over the year then we have chosen topics/themes to compliment Geography, History and Science units in KS1. Wherever possible the key texts used for Literacy also compliment these topics and themes (See EYFS Literacy – Philip Webb). Pupils have a wide range of experiences both in the classroom and outdoor environment. The environment is changed to meet needs and interests and to stimulate language development (especially small world, and role play). Where possible we will arrange for children to go on off-site visits as well as invite visitors into school.</p>	<p>Assessment is ongoing through observations and documented on Tapestry. We develop each pupils own unique fascinations and interests and encourage self-initiated learning as well as those arising from our planned topic/themes. We plan next steps by providing challenge or enhancing provision areas to create excitement and interest. Regular ‘team talks’ to discuss class and individual needs and make changes to provision or individual/group needs.</p>

YEAR A	Intent Possible learning experiences and not limited to:	Key Vocabulary	Links to KS1
<p>On Our Doorstep</p>	<p>(Past and Present)</p> <ul style="list-style-type: none"> • explore locality and how it has changed – photographs – buildings • observe building work in the village/changes taking place • <u>know 3 things they couldn't do as a baby but can do now. (sticky knowledge History)</u> • <u>Name members of their immediate and extended family (sticky knowledge History)</u> <p>(People Cultures and Communities)</p> <ul style="list-style-type: none"> • <u>know about key features of locality eg school, park, church, railway, shop.. (sticky knowledge Geography)</u> • <u>know their home address (sticky knowledge Geography)</u> • <u>know features of immediate environment in school grounds eg hall, main entrance, other classes, adventure play, school garden, wildlife area, running track...(sticky knowledge Geography)</u> • talk about who/what helps us stay healthy – nurse (handwashing workshop), dentist (oral hygiene) 	<p>Old, new, in the past, before, after, older, younger, growing bigger, baby, toddler, teenager, adult</p> <p>Mum, dad, sister, brother, aunty, uncle, grandparent, cousin,</p> <p>School, park, church, railway, park, institute, village shop, hall, main entrance, adventure playground, school garden, wildlife area...</p> <p>Colder, damp, rainy, colour changing, foggy, darker, Autumn,</p>	<p>Science: Earth and space (optional)</p> <p>Geography: Where I live</p>

	<p>(The Natural World)</p> <ul style="list-style-type: none"> • Use all of their senses to observe and experience the weather and seasons • talk about their bodies and what they can do • play smelling, tasting, touching, listening games to explore all senses • talk about the 5 senses 	<p>leaves, brown, orange, yellow, change, fall, conkers, acorns, seeds, senses, see, smell, touch, hear</p>	
<p>Let's Celebrate</p>	<p>(Past and Present)</p> <ul style="list-style-type: none"> • Talk about Remembrance Day, Bonfire Night, Holi, Diwali....and why they are remembered/celebrated today • <u>Know about Remembrance and talk about losses in their lives eg lost toy, death of friend/relative, old friends..(sticky knowledge History)</u> • <u>Know the name of a significant event (Birthday, Bonfire night, Christmas, Eid, Diwali, Easter...eg (sticky knowledge History)</u> <p>(People Cultures and Communities)</p> <ul style="list-style-type: none"> • Learn about family customs and celebrations linked to light and dark, for example, Divali, Bonfire Night, Chinese New Year, Christmas. • Compare Christmas family celebrations within the class and look at diversity <p>(The Natural World)</p> <ul style="list-style-type: none"> • Winter cherry tree study • Learn that we use our ears to hear and eyes to see • Go on sound walk tuning in to different sounds • Learn that a sound is made by a vibration – rice and drum/balloons... • Use a light box to show how things are easier to see when there is light • Use a dark box and show how things are difficult to see without light • Discuss what makes a shadow – make shadow puppets • Discuss keeping safe at night/road safety (bright at night) • Use all of their senses to observe and experience the weather and seasons 	<p>A long time ago, When I was little..... Before I was born....</p> <p>Family, special, same, different, firework, celebrate, culture,</p> <p>Light, dark, shadow, big. Small, safe, cars, autumn, winter,</p> <p>Sound, hear, ears, loud, quiet, distance, near, far, vibrate</p> <p>leaves, change, fall, bare, branches, Winter, snow, sleet, dark hibernate</p>	<p>Science: Light (optional) History: The Great Fire of London RE: What can we learn from sacred books? Who is a Muslim and what do they believe?</p>
<p>All Creatures Great and Small</p>	<p>(Past and Present)</p> <ul style="list-style-type: none"> • know about the role of farmers, zookeepers, vets, ... • visit a local farm <p>(People Cultures and Communities)</p> <ul style="list-style-type: none"> • know about the role of key figures eg David Attenborough, Chris Packham to help look after all animal species • Find out about animals that live in the north and south pole • Find out about animals that live in Zimbabwe • Compare animals in North and South Pole to Zimbabwe 	<p>Farm, zoo, vet,</p> <p>animals, hot, cold, North pole, South pole, penguin, polar bear, Africa, Zimbabwe, Lion, giraffe, Zebra</p> <p>jungle, sea, farm, desert</p>	<p>Science: animals including humans Geography: Why do penguins need to fly?</p>

	<p>(The Natural World)</p> <ul style="list-style-type: none"> • Winter cherry tree study • Find out about habitats around the world – jungle, farm, desert, sea • Find out about The North Pole and South Pole (Penguins and polar Bears) • Learn first hand about melting and freezing • Use all of their senses to observe and experience the weather and seasons 	hot, cold, freeze, melt, hotter, colder, ice, water, liquid, solid, chocolate	
Castles and Knights	<p>(Past and Present)</p> <ul style="list-style-type: none"> • Learn about Skipton castle - visit • Compare Skipton and Cononley • <u>know that photos and stories tell us about the past (sticky knowledge History)</u> • <u>Use photographs to talk about their families past eg soldiers, birthdays of older family members, weddings... (sticky knowledge History)</u> <p>(People Cultures and Communities)</p> <ul style="list-style-type: none"> • Find out about who lived in castles in the past and in fantasy stories • <u>know the difference between Cononley (village) and Skipton (town) (sticky knowledge Geography)</u> <p>(The Natural World)</p> <ul style="list-style-type: none"> • Spring cherry tree study • Talk about how materials in castles have changed over time – (wood-stone) • Sort materials out in to wood, stone, metal, plastic • Explore magnets • Explore which material float and sink • Use all of their senses to observe and experience the weather and seasons 	<p>Skipton, Cononley, castle, drawbridge, moat, armour, knight, king, queen, soldier, sword, shield, cannon</p> <p>Cononley, Skipton, village, town, river, canal, train, houses, library, supermarket, shops, pub, park, big, small, busy, quiet, bus, taxi, field, sheep,</p> <p>Wood, stone, plastic, metal, magnetic, push, pull, attract, repel, float, sink, force</p> <p>Spring, buds, leaves, sun, life, change, lambs, snowdrops, daffodils,</p>	Science: Materials History – Who lived in Skipton Castle?
Food Glorious Food	<p>(Past and Present)</p> <ul style="list-style-type: none"> • Find out how food and food shopping has changed over time by talking to parents and grandparents • Talk out about food waste <p>(People Cultures and Communities)</p> <ul style="list-style-type: none"> • Learn about traditional foods from different countries – pasta, curry, fish and chips, croissants, • Find out where our food comes from looking at food packets • <u>know the 4 seasons (sticky knowledge Geography)</u> <p>(The Natural World)</p>	<p>Food, local, world, grandparents, then , now, bakers, grocers, butchers, supermarket</p> <p>Italy, India, France, world, food, taste, traditions, map, globe</p> <p>healthy, unhealthy, balanced, fruit, vegetables, protein, meat, fish, sweets, sugar,</p>	Science: Plants

	<ul style="list-style-type: none"> • Summer cherry tree study • Know how to make healthy food choices • Find out about which foods we can grow in Cononley • Grow foods we can eat – cress, potatoes, strawberries... • Cook and taste different foods- bread, smoothies, soup, cakes... • Use all of their senses to observe and experience the weather and seasons 	<p>cook, ingredients, change, taste, yum, yuck</p> <p>blossom, pink, flowers, bees, butterflies,</p>	
<h2>In the Woods</h2>	<p>(Past and Present)</p> <ul style="list-style-type: none"> • Find out about different ancient woodlands • work out how old trees are in our school grounds <p>(People Cultures and Communities)</p> <ul style="list-style-type: none"> • Skipton wood visit • use maps to see woodland areas <p>(The Natural World)</p> <ul style="list-style-type: none"> • identify trees and corresponding leaves/seeds in school grounds (to relate to class names) • Match seeds to seeds to trees – acorn/oak, conker/horse chestnut, pine cone/pine..... • Find out about and name British woodland animals • Use all of their senses to observe and experience the weather and seasons 	<p>Trees, woodlands, wild flower, leaves, bark, branches, identify,</p> <p>Cherry, Rowan, Sycamore, Silver Birch, Oak</p> <p>Hedgehog, mouse, squirrel, badger, fox, owl, blue tit, robin, sparrow, blackbird...</p> <p>Hot, sunny, flowers, bees, butterflies,</p>	<p>Science: living things in their habitats, Plants.</p>