

## Understanding the World

### Statutory Guidance from the EYFS Framework:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Potential Themes</b>  <b>(Topics are child led and may change)</b>	Starting School All about me Family and Friends My emotions	Autumn and Winter Christmas Celebrations around the world	Space Astronauts Aliens Journeys	Eric Carle Minibeasts Gardening Lifecycles of plants and animals	People Who Help us Our local area Health (including oral health)	Spring and Summer Hot environments Weathers Seaside Pirates
<b>Possible Celebrations and Experiences</b>	Class rules and routines, Staring School, Autumn, Harvest, Halloween	Bonfire Night, Remembrance, Children in Need, Birthdays, Hanukkah, Christmas, Nativity, Visit to meet Santa	Lunar New Year/ Chinese New Year History Day, Art Day	World Book Day, Mothers Day, Pancake Day, Easter Farm Trip	Visitors from our local community, Sports Day	Fathers Day, Transition, Summer Concerts
<b>Suggested Texts - Fiction and Non-Fiction</b>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and present	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about changes that have happened to them throughout their life.</li> <li>• Talk about what they can see in pictures of the past.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Begin to talk about the past e.g. no TV, different toys/clothes using photos and physical artefacts.</li> <li>• Understand the difference between past and present and build knowledge of key historical events.</li> <li>• Have an awareness of the past linked to themselves and their family and how it has changed.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about significant historical events and how things were different in the past. (e.g. The moon landing)</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about changes that have happened to them throughout their life.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about the past using books and stories, talking about the characters, settings and events.</li> <li>• Give similarities and differences between the past and now.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about the past using books and stories, talking about the characters, settings and events.</li> <li>• Give similarities and differences between the past and now.</li> </ul>
People, culture and communities	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about their family and people in the community.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about how different people celebrate.</li> <li>• Talk about some special places for people in our, and others, communities and countries and identify how life is different.</li> <li>• Know about some important celebrations.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about what is the same and different in life in this country and in other countries.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Look at and make maps of the local environment.</li> <li>• Describes a journey in the local environment</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Talk about the roles of people in society.</li> <li>• Talk about the lives of people they are familiar with and their roles.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment.</li> <li>• Talk about what is the same and different in life in this country and in other countries.</li> </ul>

Religious Education	Throughout the year children will work through the agreed syllabus for RE. They will learn about different religions, views and values through special places, books, people and objects and also through our Seedlings services, held by the local church. Children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion.					
The Natural world	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Identify and recognise the name of the village that they live in.</li> <li>• Talk about local and daily weather changes in the town that they live in</li> <li>• Talk about forces they can feel e.g. push, pull</li> <li>• Explore and describe what they can see, hear, feel and smell outside.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Recognise that seasons have different weather patterns.</li> <li>• Compare the seasons of Autumn and Winter.</li> <li>• Follow a simple map</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Explore materials with similar and/or different properties.</li> <li>• Explore and talk about the natural world</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Begin to understand our place in space.</li> <li>• Talk about how environments on different planets vary.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Describe animals and plants</li> <li>• Describe the life cycle of a butterfly</li> <li>• Plant seeds and care for growing plants</li> <li>• Understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Look at and makes maps of the local environment</li> <li>• Describes a journey in the local environment</li> <li>• Contrast the natural world around them with different environments.</li> <li>• Identify the physical features of their local environment/local park</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Compare the seasons of Spring and Summer</li> <li>• Recognise some environments that are different to the one which they live</li> <li>• Identify animals that live on land and animals that live in water</li> <li>• Contrast the natural world around them with different environments.</li> <li>• Make observations of ocean habitat, seaside environment.</li> <li>• Recognise different weather patterns.</li> </ul>

<p>ELGs</p>	<p><b>Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>People, Culture and Communities</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>The Natural World</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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