

## Understanding the World

Children must be supported in developing the knowledge, skills and understanding that help make them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real life situations; undertake practical 'experiments'; and work with a range of materials.

What we intend children to learn and do	How we will implement this learning	What is the desired impact: End of F2 Early Learning Goals	Experiences & Outings
<p><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>Children can say who is in their family and the timeline from themselves/siblings to Great Grandparents</li> <li>Children understand that the past is something that has already happened, the present is the here and now and the future is what might happen</li> <li>Children talk about life events that have already happened using the past tense and appropriate language</li> <li>Children listen and respond to stories / information texts about characters and events from the past</li> <li>They make links and comparisons between themselves / lives and characters / events from long ago</li> </ul> <p><b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>Children talk about their own family and notice how they are the same or different to others</li> <li>Children talk about their own family traditions and cultures and understand that these may differ to those of their peers</li> <li>Children know that some places are special to members of their community e.g. church, mosque</li> <li>Children can talk about different religious festivals and how they may be celebrated (Easter, Christmas, Eid, Divali, Chinese New Year)</li> <li>Children talk about the roles that different people play in school, in the local community and the wider world</li> <li>Children listen to stories about different ways of life and respond, talking about their own experiences</li> <li>Children draw simple information from a map</li> </ul> <p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"> <li>Children know and name the town where they live and</li> </ul>	<ul style="list-style-type: none"> <li>Use simple timelines to mark events and signify the passing of time</li> <li>Explore our own family history</li> <li>Use a range of books, objects and photographs to highlight differences in now and long ago</li> <li>Talk about key people from long ago and why we remember them               <ul style="list-style-type: none"> <li>Florence Nightingale</li> <li>Guy Fawkes</li> <li>Van Gogh</li> </ul> </li> <li>Look at how life was in different times through the ages through texts such as Stone Age boy and When Gran was a Child and through the study of Florence Nightingale</li> <li>Find out about their own family and use discussion with peers and stories to find ways that families can be different in terms of people and cultures</li> <li>Explore ways that we celebrate special events and how this can be different for different families - share photos and experiences</li> <li>Explore our school location and the immediate locality. Represent what we see on simple maps and plans</li> <li>Local walk to look at the buildings in our immediate locality - look at types of housing and shops and other community features that serve us e.g. the police station and park</li> <li>Explore maps / google earth to find</li> </ul>	<p><b>ELG's</b> <b>By the end of the EYFS, children should,</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of 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 &amp; storytelling</li> <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> <li>Explore the natural world</li> </ul>	<p><b>Visit from nocturnal animals</b></p> <p><b>Local Walks</b></p> <p><b>Visitors from the community</b></p> <p><b>Dinosaur egg activity</b></p> <p><b>Living eggs</b></p> <p><b>Caterpillars</b></p> <p><b>Visit to Farm / Butterfly House</b></p>

surrounding areas

- Children name the types of housing and recognise other buildings around their school and know their purpose
- Children know some local attractions on offer in Rotherham and other local areas
- Children draw simple maps and plans linked to their learning
- Children recognise places of interest on a map, including a world map
- Where appropriate, children find features on an aerial map
- Through listening to stories / non-fiction texts, children can compare their own life to that of others in different countries
- Through listening to stories and exploring images, children compare and contrast different environments to their own
- Children understand how to care for their environment and can talk about environmental changes in the wider world
- Children know we live on planet earth and begin to know how we can protect it
- Children explore through play a range of natural and man-made materials and describe them
- Children can name their basic body parts
- Children know ways to keep themselves safe and healthy
- Children know their 5 senses and can use language to describe what they see, hear, smell, touch and taste
- Children can name a range of animals and minibeasts and begin to describe their features and their habitat, including those that are nocturnal
- Children are familiar with a range of common plants and know that some plants can form part of a healthy diet
- Children know what plants need to grow and observe the growing process over time
- Children know that plants have different parts - they name the basic parts and know their function
- Children know that some materials change state when

our school and street names

- Provide opportunities to compare and contrast localities through stories, information texts, photographs & images:
  - Photos of places we have visited
  - London as the Capital city
  - Arctic / Antarctic
  - Africa
- Explore a range of materials. Sort the materials and describe their properties
- Explore how some materials change state through adding cold/heat:
  - Water
  - Dough
  - Bread
  - pancakes
- Use the story of Three Little Pigs to discuss the uses of materials
- Provide activities to help children to understand their different senses and how they tell us about the world around us
- Help children to recognise and name the different body parts
- Provide opportunities to taste different foods and talk about which foods form part of a healthy lifestyle
- Observe some of the plants that we eat growing e.g. carrots, radish, cress, herbs etc
- Talk about changes to our bodies during physical activity and link this to how exercise keeps our body and mind healthy
- Observe processes such as seeds growing, caterpillars changing and eggs hatching. Describe what we see and understand from the process
- Observe and name the main parts of

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

heated or cooled and make observations

- Children observe and explore natural processes in the environment and outdoors, such as observing boats floating on the water, plants growing, caterpillars transforming
- Children notice the changes in the season as they occur and talk about what is happening

plants and understand their function through simple experiments

- Look at Earth as a planet and name sun, moon and stars
- Observe the seasons as they change...use the outdoor environment to explore different weather and seasonal changes

Themes to explore:

Amazing Me!

Light and Dark

From Then to Now

Hot and Cold

Where does it Live?

How does it Grow?

Incidental:

Seasonal changes

Festivals