

EYFS Understanding the World Curriculum

<p>Over Arching Principles</p>	<ul style="list-style-type: none"> • A unique child: Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured. • Positive relationships: Highlights that children learn to be strong and independent through positive relationships with adults and their peers. • Enabling environments: Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs. • Learning and development: Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning. 						
<p>Characteristics of Effective Learning</p>	<p>Playing and exploring</p> <ul style="list-style-type: none"> • Finding out and exploring: Children are curious about people, their environment, and events. • Playing with what they know: They use their experiences to create pretend scenarios and take on roles. • Being willing to have a go: They are motivated to start activities, take risks, and are not afraid of making mistakes. <p>Active learning</p> <ul style="list-style-type: none"> • Being involved and concentrating: They stay focused on a task and are engaged in the activity. • Persevering: They keep trying when faced with difficulties and don't give up easily. • Enjoying achievements: They feel a sense of accomplishment when they succeed. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Having their own ideas: They develop their own thoughts and concepts. • Making links: They connect ideas and see relationships between different things. • Choosing ways to do things: They develop and use their own strategies to achieve a goal. 						
<p>Core Vocabulary</p>	<p>Time & Seasons Month Year Birthday Season Spring Summer Autumn Winter Weather Change Cycle Predict Signs Water Ice Steam</p>	<p>Celebrations & Festivals Celebration Tradition Diwali Bonfire Night Remembrance Sunday Christmas Chinese New Year Easter Lantern Dragon dance Red envelope Festiva</p>	<p>Community & People Community Building Hospital Fire station Post office Library Police Firefighter Teacher Helper Job Role Important Adult</p>	<p>Geography & Navigation Route Map Feature Locality Landmark Left Right Direction Path Street view Google Earth Draw Label</p>	<p>Nature & Environment Tree Plant Leaf Flower Woodland Beach Habitat Environment Minibeast Caterpillar Butterfly Lamb Seed Grow Nurture Observe Record Compare Similarities/ differences</p>	<p>Scientific Thinking Material Float Surface Cut Object Test Predict Freeze Melt Evaporate State</p>	<p>Personal & Social Development Brave Helpful Kind Charity Respect Role play Re-enact Gentle Handling Caring</p>

AUTUMN TERM - Link to NC Geography History Science RE

ELG
AT THE END
OF THE YEAR

Past and Present ELG Children at the expected level of development will:

- 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 ELG Children at the expected level of development will:

- 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 ELG Children at the expected level of development will:

- 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.

What we want the children to KNOW

Past and
Present

1. Understanding Memory and the Past

- Begin to understand that people can talk about things that happened before.
- Listen to adults share stories or memories from their own past.
- Start to ask questions about what life was like “when you were little.”
- Recognize that photographs, objects, and stories can help people remember.

2. Developing Chronological Awareness

- Begin to understand that history is about things that happened in the past.
- Recognize and talk about the order of events in their day (e.g., first we have snack, then we play outside).
- Use language related to time (e.g., yesterday, today, tomorrow, before, after).
- Begin to sequence familiar routines and events (e.g., days of the week, birthdays, seasons).
- Explore timelines through stories, routines, and visual aids.

<p>People and cultures and communities</p>	<p>1. Understanding Families</p> <ul style="list-style-type: none"> • Begin to recognize and name close family members (e.g., mum, dad, siblings, grandparents). • Talk about their own family and who lives with them. • Understand that families can look different from one another (e.g., single-parent families, extended families, foster families). • Show respect and curiosity when learning about others' family structures. <p>2. Exploring Home and Belonging</p> <ul style="list-style-type: none"> • Identify and name familiar parts of their home (e.g., kitchen, bedroom, garden). • Talk about what they do in different parts of their home. • Begin to compare homes and notice similarities and differences. <p>3. Representing Home in Creative Ways</p> <ul style="list-style-type: none"> • Use drawing and painting to represent their home in 2D. • Explore building and modelling to create homes in 3D using blocks, recycled materials, or clay. • Talk about their creations and explain what each part represents. • Begin to include details like windows, doors, and furniture in their representations. 	<p>1. Exploring Celebrations</p> <ul style="list-style-type: none"> • Begin to recognize and name familiar celebrations (e.g., Christmas, Bonfire Night). • Learn about Diwali, Bonfire Night, and Remembrance Sunday through stories, art, and shared experiences. • Talk about how their family celebrates special occasions. • Begin to understand that people celebrate in different ways and that all traditions are valued. • Show curiosity and respect when learning about celebrations different from their own. <p>2. Understanding Family Traditions</p> <ul style="list-style-type: none"> • Talk about their own family's Christmas traditions. • Compare their own traditions with those of others. • Begin to understand that traditions can be personal, cultural, or religious. <p>3. Understanding Positive Qualities</p> <ul style="list-style-type: none"> • Begin to understand what it means to be brave through stories and role play. • Recognize and describe brave actions in real life and fiction. • Talk about what it means to be helpful and kind. <p>Begin to understand that helping others can include giving, sharing, or supporting charities</p>
<p>The Natural world</p>	<p>1. Understanding Harvest</p> <ul style="list-style-type: none"> • Begin to recognize the word "harvest" and associate it with gathering food. • Understand that harvest means collecting ripe fruits and vegetables. 	<p>1. Understanding Weather and Seasonal Change</p> <ul style="list-style-type: none"> • Begin to talk about the weather using simple terms (e.g., sunny, rainy, windy). • Recognize that weather changes and affects what we wear and do.

- Participate in harvesting fruits and vegetables grown in the school garden.

2. Observing Plant Growth

- Notice that plants grow and change over time.
- Observe and describe how different plants grow in different ways (e.g., vines, stalks, bushes).
- Begin to compare growth patterns of plants in the garden and orchard.

3. Exploring Seasonal Change

- Recognize that the weather changes throughout the year.
- Begin to understand that seasons affect the environment and plant life.
- Observe and describe how the Willow Orchard changes with the seasons.

4. Naming and Identifying Plants

- Learn the names of common plants in the school garden and Willow Orchard.
- Identify and name basic parts of plants (e.g., leaf, stem, flower, root).
- Use plant names confidently in play and exploration.

5. Understanding Food Transformation

- Begin to understand that fruits and vegetables can change when cooked.
- Explore how cooking affects texture, taste, and appearance of food.
- Express personal preferences for different foods, both raw and cooked.

6. Understanding Fruit and Vegetable Lifecycles

- Notice changes in fruits and vegetables over time (e.g., ripening, rotting).
- Begin to understand that fruits and vegetables have a lifecycle from growth to decay.

Use observations to talk about freshness and food care.

- Observe and describe signs of Autumn (e.g., falling leaves, changing colours).
- Explore changes to trees and woodland plants during Autumn.

2. Exploring Nocturnal Life

- Learn what “nocturnal” means and identify animals that are active at night.
- Begin to understand that some people are awake at night (e.g., night workers, families with different routines).
- Talk about how night and day affect people and animals differently.

3. Planting and Growth

- Learn how to plant seeds using soil, water, and light.
- Begin to understand that seeds grow into plants over time.
- Make simple predictions about how a seed will grow (e.g., “It will get taller,” “It will grow leaves”).
- Observe and talk about changes as plants grow.

SPRING TERM - Link to NC Geography

History

Science

RE

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- Explore the natural world around them, making observations and drawing pictures of animals and plants;
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What we want the children to KNOW

Past and
Present

1. Understanding Months and Seasons

- Begin to recite the months of the year in order.
- Recognize their birthday month and link it to a season.
- Begin to understand that seasons affect weather, clothing, and celebrations.
- Talk about seasonal changes and how they relate to personal experiences.

1. Understanding Community Helpers

- Learn about different jobs people do to help us (e.g., police officers, firefighters, doctors).
- Begin to understand why these roles are important to the community.
- Describe the roles of significant adults they encounter (e.g., teachers, shopkeepers, librarians).
- Use stories and role play to explore how helpers support others.
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1. Exploring Chinese New Year

- Learn about Chinese New Year through stories, music, and art.
- Begin to describe key traditions (e.g., red envelopes, dragon dances, lanterns).
- Re-enact elements of Chinese New Year celebrations through role play and creative activities.
- Show curiosity and respect for cultural traditions different from their own.

2. Understanding Direction and Movement

- Begin to use directional language (e.g., left, right, forward, back).
- Navigate simple pathways and lines using right and left turns.
- Follow instructions to move through space with increasing confidence.

3. Exploring Local Features

- Name familiar features on the route to the library (e.g., park, road, shop).
- Begin to describe landmarks and places in their local area.
- Use maps, drawings, or photos to represent their journey.

1. Exploring Special Buildings

- Begin to recognize and name special buildings in the community (e.g., hospital, fire station, post office).
- Talk about what happens in these buildings and who works there.
- Use role play and small world play to re-enact their functions (e.g., delivering mail, helping people).

2. Recognizing Local Features

- Name familiar features on a simple route to the library (e.g., road, park, shop).
- Begin to describe what they see on their journey using positional language.

4. Using Digital Tools for Exploration

- Explore Google Earth or similar tools to view the route between school and the library.
- Begin to interpret visual features such as buildings, roads, and landmarks.

5. Representing Geography

- Draw simple maps or pictures of their route to the library.
- Label key geographical features (e.g., trees, buildings, crossings).
- Begin to understand that maps represent real places.

6. Learning About Easter

		<ul style="list-style-type: none"> • Learn about Easter through stories, art, and celebrations. • Begin to understand Easter as a festival celebrated by many people. <p>Build on their knowledge of other festivals and compare traditions.</p>
<p>The Natural world</p>	<p>1. Observing Winter Changes</p> <ul style="list-style-type: none"> • Notice and describe changes to trees and woodland plants in winter (e.g., bare branches, frost). • Begin to understand that plants respond to seasonal changes. • Use descriptive language to talk about what they see in nature. <p>2. Exploring Water and States of Matter</p> <ul style="list-style-type: none"> • Observe and describe how water changes state (e.g., freezing, melting, evaporating). • Begin to understand that temperature affects water. <p>Use simple scientific vocabulary (e.g., ice, steam, melt, freeze) to explain changes.</p>	<p>1. Understanding Animal Growth</p> <ul style="list-style-type: none"> • Sequence the life of a lamb from birth to maturity using pictures, stories, or role play. • Begin to understand that animals grow and change over time. <p>2. Growing and Observing Plants</p> <ul style="list-style-type: none"> • Learn how to grow food by planting seeds and caring for them. • Observe changes over time and record findings using drawings or simple charts. • Begin to understand what plants need to grow (e.g., water, light, soil). •

SUMMER TERM - Link to NC Geography History Science RE

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What we want the children to KNOW

Past and Present

- 1. Learning About Dinosaurs**
 - Know that dinosaurs lived a very long time ago.
 - Begin to understand that not all dinosaurs were the same (e.g., size, diet, movement).
 - Learn that dinosaurs are extinct and no longer alive today.
 - 2. Exploring Fossils and the Past**
 - Recall the story of Mary Anning and her fossil discoveries.
 - Understand the basic sequence for how fossils are formed (e.g., buried bones, pressure, stone).
- Begin to understand that fossils help us learn about animals and life from the past.

1. Observing Summer in Nature

- Begin to identify signs of summer and describe how it differs from spring.
- Observe and describe changes to trees and woodland plants in summer (e.g., full leaves, flowering plants).
- Talk about the seasonal cycle and predict what comes next and what changes to expect.

2. Exploring Animal Life Cycles

- Learn about the life cycle of a caterpillar turning into a butterfly.
- Recall and describe the stages of transformation using stories, pictures, or role play.
- Begin to understand that living things grow and change in predictable ways.

3. Nurturing Edible Plants

- Learn how to care for edible plants by watering, weeding, and observing growth.
- Begin to understand what plants need to stay healthy.
- Talk about the changes they see as plants grow and produce food.

4. Comparing Habitats

- Identify and describe animals and plants found in beach and woodland environments.
- Begin to compare similarities and differences (e.g., shells vs leaves, crabs vs beetles).
- Use descriptive language to talk about features of each habitat.

5. Handling and Observing Minibeasts

- Demonstrate gentle handling of minibeasts during outdoor exploration.
- Observe and describe minibeast behaviours (e.g., crawling, hiding, flying).
- Begin to understand that different animals prefer different habitats.

6. Exploring Animal Homes

- Learn that animals live in habitats suited to their needs.

1. Observing Summer Changes

- Identify signs of summer in the natural environment.
- Observe and describe changes to trees and woodland plants in summer (e.g., full leaves, blooming flowers, dry soil).
- Begin to understand that seasonal change affects how plants look and grow.

2. Growing Seeds and Caring for Plants

- Learn how to plant seeds and care for seedlings using water, light, and soil.
- Observe changes as seeds sprout and grow into plants.
- Begin to understand what plants need to stay healthy and how to nurture them.

3. Understanding Animal Origins and Groups

- Begin to understand that animals come from other animals (e.g., babies grow into adults).
- Use scientific vocabulary to sort animals into groups (e.g., mammals, birds, reptiles, insects).
- Recognize basic features that help classify animals (e.g., fur, feathers, number of legs).

- Identify where familiar minibeasts may be found.
- Begin to understand how habitat features help animals survive.

7. Investigating Floating Materials

- Test a range of materials to see which one's float on water.
- Explore how size and shape affect floating (e.g., cutting materials smaller).
- Investigate how placing objects on materials changes their ability to float.
- Begin to use simple prediction and observation skills in experiments.