

Understanding the World

| EYFS Area of learning | | Where this is found in the curriculum planning/ Assessment Opportunities |
|-------------------------------------|---|---|
| People, Culture, Communities | <ul style="list-style-type: none"> -Shows interest in different occupations -Explores how things work -Is continuing to develop positive attitudes about the differences between people -Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos | People who help us, Naughty Bus People who help us, Naughty Bus Hello Friend, People who help us, China, RE, The great big book of families China, Australia, Kings and Queens, RE Comparing countries and use of language |
| | <ul style="list-style-type: none"> -Talks about members of his/her immediate family and community -Names and describes people who are familiar to him/her -Is able to draw information from a simple map -Understands that some places are special to members of his/her community -Recognises that people have different beliefs and celebrate special times in different ways -Recognises some similarities and differences between life in this country and life in other countries | Initial observations , People who help us, China, The great big book of families RE, Anna Hibiscus, The great big book of families, RE The Jolly Postman, Kings and Queens, What the Ladybird Heard, Spring/Easter, Kings and Queens, The great big book of families, RE China, Spring/Easter, The great big book of families, RE, China, Australia, RE, What can you tell me about Australia and England? |
| | <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -Knows 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 Jolly Postman, Kings and Queens, What the Ladybird Heard China, Australia, Spring/Easter, RE China, Australia, Kings and Queens, RE, What can you tell me about Australia and England? |
| Past and Present | <ul style="list-style-type: none"> -Is beginning to make sense of his/her own life-story and his/her family's history -Talk about the lives of the people around them and their roles in society | Anna Hibiscus, Kings and Queens People who help us, RE |
| | <ul style="list-style-type: none"> -Comments on images of familiar situations in the past | The train ride, Look inside space, Amelia Earhart, Kings and Queens, How have trains changed? China, Anna Hibiscus, Amelia Earhart |
| | <ul style="list-style-type: none"> -Is able to compare and contrast characters from stories, including figures from the past -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 who help us, RE The train ride, Look inside space, Dinosaurs, Amelia Earhart, How have planes changed? China, Amelia Earhart, The Coronation, Can you order events? |
| The Natural World | <ul style="list-style-type: none"> -Uses all his/her senses in hands-on exploration of natural materials -Explores collections of materials with similar and/or different properties -Talks about what he/she sees, using a wide vocabulary -Plants seeds and cares for growing plants -Understands the key features of the life cycle of a plant and an animal -Is beginning to understand the need to respect and care for the natural environment and all living things -Describes what he/she can see, hear and feel whilst outside -Understands the effect of changing seasons on the natural world around him/her | Autumn, Dinosaurs Autumn, Dinosaurs Autumn, Look inside space, How does a tadpole grow, The Very Hungry Caterpillar Jack and the Beanstalk Errol's garden, The Very Hungry Caterpillar, How does a tadpole grow Autumn, Aaaaarrgh Spider, Surprising Sharks, RE Autumn, Spring/Easter, Were Going on a Bear Hunt Autumn, Spring/Easter |
| | <ul style="list-style-type: none"> -Explores the natural world around him/her -Describes what he/she can see, hear and feel whilst outside -Recognises some environments that are different to the one in which he/she lives -Understands the effect of changing seasons on the natural world around him/her | Autumn, Spring/Easter Autumn, Spring/Easter How to find a fruit bat, No Dinner, Look inside space Autumn, Spring/Easter, Biscuit Bear, What do you know about the seasons? |
| | <ul style="list-style-type: none"> -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. | Errol's garden, Jack and the Beanstalk, Aaaaarrgh Spider, No Dinner/Rumble in the Jungle, Blue Penguin, Surprising Sharks How to find a fruit bat, No Dinner, Spring/Easter, The Gigantic turnip, Blue Penguin Blue Penguin, Look inside space, Dinosaurs, Jack and the Beanstalk, The Very Hungry Caterpillar, How does a tadpole grow, What do you know about floating and sinking? |