



LITTLE BOWDEN PRIMARY SCHOOL EYFS CURRICULUM for UNDERSTANDING the WORLD with special thanks to Becky Jackson and Gayle Ellis from CIT academy trust, who kindly contributed their advice and expertise.

Educational Programme for Understanding the World

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.

ELG: Past and Present

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.

Autumn

Children need to be able to say who is in their immediate family and learn the vocabulary to describe people close to them in their family i.e. Mum/mother, Dad/father etc relative to their own experience. Children need to know that they started life as a baby and that they have grown. They need to know the vocabulary of past, present and future.

Children need to know how to talk about their life in the past using the correct grammar i.e. past tense. They need to be supported to use the terminology contextually correctly i.e yesterday, today and tomorrow; when I was a baby, when I was at pre-school, when I am a grown-up - use photographs and objects to support this abstract concept.

Children need to know how to put pictures of their life into the correct order to understand that time has a chronology i.e. a baby, toddler, school child etc.

They need to develop the concept of then and now.

They need to know the vocabulary of today, tomorrow and yesterday.

ASSESSMENT:

Learning to be secure by the end of Autumn Term:

Children should be working at a level which sees them:

*Knowing members of their immediate family and being able to talk about their roles i.e. Granny etc

*Talking about their own lives in the correct tense - past and present

*Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'

	<p>*Remembering and talking about significant events in their own experiences e.g. birthday</p> <p>*Sequence a simple set of events from their own life in order</p> <p>*Knowing and understanding that their grandparents are older than their parents</p> <p>*Beginning to understand that some familiar stories were set in a time before they were born.</p>
<p>SPRING</p>	<p>Children will know that people in their immediate environment may have roles that they play in the community.</p> <p>They will be able to use identified vocabulary to describe the roles and the purpose.</p> <p>Look at people's roles in our community/in society and how they do jobs to help us. This should include home roles such as mums, dads, foster parents, grandparents and different family setups.</p> <p>Understand that people in families have a chronology - Children will know that they grow up and become adults. They will know that the adults in their lives (i.e. parents) were children and grew up.</p> <p>They will be able to talk about what they want to be/do when they grow up. Use role- play areas and self-directed learning to input key terminology from industry and professions such as vets, police, nursing, construction, teaching, catering, caring etc. Adults must ensure that the images used to show off these roles are diverse in gender, race and disability to encourage children to see positive models.</p> <p>They will compare very simple aspects of their parent's life as children and use (prior learning) comparisons to pull out similarities and differences.</p> <p>Understand the chronology of a family itself - grandparents, parents, children.</p> <p>Children will be able to sequence a series of events from a story read in class.</p> <p>Children will know that some things happened recently (our life) and some things happened before our life-time.</p> <p>Children will know how to put things in a simple chronology.</p>
<p>ASSESSMENT:</p>	<p><u>Learning to be secure by the end of Spring Term:</u></p>

	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Know that people play key roles in the community and they can describe what they do and why; *Recall events from a story and put into the correct sequence; *Know things happened before they were born and create a simple chronology; *Understand the language of the passage of time - past, present and future - in events linked to their own lives and experiences; *Recognising and describing special times or events for family or friends e.g. Diwali, Christmas, christening; <p>Understanding that people celebrated events like Diwali and Christmas before they were born.</p>
SUMMER	<p>Children need to understand that some things happened a long time ago (building on learning from Spring term about things that happened before our life time). This is where dinosaurs can come in very useful. They need to know that this was a very long time ago before people were around. This learning can be supported by a range of non-fiction texts. Small world should have a range of dinosaurs for the children to role-play and interact with. Observations to assess through focussed questioning in self-initiated activities that children are using vocabulary of time and chronology within their play.</p> <p>They will compare very simple aspects of their grandparents life as children and use (prior learning) from the Autumn and Spring terms) comparisons to pull out similarities and differences.</p> <p>Children need to know the chronology for grandparents and how to put pictures of baby, toddler, school child, teenager, adult etc. into the correct order.</p> <p>Listen to stories from real people from beyond their own families detailing what life was like in the past - for example have grandparents in to talk about school, toys, transport, food, TV programmes, clothes etc. Children will be able to sort given items (of interest e.g. transport, toys, photos etc.) into old and new or into simple timelines or chronologies. Children should get the opportunity to explore and play with/use the</p>

	artefacts. Children should learn that sometimes old things are precious because they have been around a long time and have memories attached. They can relate this to their own belongings from when they were babies etc.
ASSESSMENT:	<u>Learning to be secure by the end of Summer Term:</u> Children achieve the ELG.

ELG: People, Culture and Communities	
Children at the expected level of development will:	
<ul style="list-style-type: none"> - 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. 	
Autumn	Children to know how to use simple vocabulary to describe their immediate environment i.e. bedroom,/ garden - home, house, garden, bed, sofa, kitchen, cooker etc. Children will know that some places are special to people - home, school, maybe holiday place, church etc. and why it is special

	<p>Use vocabulary to describe similarities and differences - compare visual features in a range of pictures, clips and artefacts</p> <p>Children know that people celebrate and have celebrations for a variety of special purposes e.g. Diwali, weddings, baptisms etc.</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Autumn Term:</u></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Showing increased interest in the lives of people who are familiar to them; *Beginning to understand that not all people celebrate the same things as them - people celebrate for a variety of reasons; *Having a greater understanding about why certain events are being celebrated; *Knowing places are special to people for different reasons; *Talking about people that are helpful to them both from within their family and from outside their family *Able to describe, using simple vocabulary, a place that is special to them and why; *Using simple vocabulary to compare two pictures/objects and describe similarities and differences.
Spring	<p>To know that people live in communities and that school is part of that community (plans and layout, follow directions).</p> <p>Children will be able to describe features of their journey to school (drawing plans, observations of features of the route)</p> <p>Know that some communities are small - village and some communities are big - cities.</p> <p>To know features e.g rivers, buildings etc and they can talk about similarities and differences</p> <p>To know that children like them live in communities around the world. Look through stories at similarities and differences. (songs, different cultures, different families)</p> <p>To know that communities have special places where people go (RE - Church etc) and they have different</p>

	faiths. Link to their own setting - hospitals, police, fire fighters, supermarkets, playgrounds etc.
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Spring Term:</u></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Using vocabulary to describe different communities i.e village, town, city; *Describing key identified features of own school; *Drawing information from a simple map; *Recognising some similarities and differences between life in this country and life in other countries; *Recognising that people have different beliefs and celebrate special times in different ways; *Starting to show an interest in different occupations and ways of life; *Talking about members of their immediate family and community; *Naming and describing people who are familiar to them.
Summer	<p>To use plans and maps and know what features look like on a map.</p> <p>To know their journey to school and what it looks like on a map. Use maps, atlases etc, treasure maps in pirate role-play.</p> <p>To know that we live on an island and what that means.</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Summer Term:</u></p> <p>Children achieve the ELG.</p>

ELG: The Natural World

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.

Autumn

To know vocabulary of immediate environment - trees, plants, grass, rec, school garden etc. and should be encouraged to talk about features in our school and home environment that are both natural and man-made.


Children will be able to use and manipulate (touch, sort, build with, print with and explore) a range of objects made of natural materials and use simple vocabulary to describe their properties. Adults should encourage children to talk about what they are called, use words to describe how they feel, whether they are soft or hard, if they make a noise and where they come from.

To know what is natural and man-made and be able to explain their reasoning.

Children will know that some things are living and some things are not i.e plants and animals are alive, but stones or water have never been alive. Some things like wood used to be alive. They need to understand that wood comes from trees which grow. They will be able to describe them using simple vocabulary. Children should learn the names of and visually represent basic animals and plants from our environment or that they might see in the countryside.

Children will know that there are different environments, some are hot, cold, jungle, desert etc.

ASSESSMENT: Learning to be secure by the end of Autumn Term:

	<p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Understanding that some objects/things are alive and some have never been alive; Knowing differences between natural and man-made objects; *Knowing that there are different environments in the natural world and be able to describe them using simple vocabulary *Talking about some of the things they have observed such as plants, animals, natural and found objects;  * Developing an awareness of seasonal change.
Spring	<p>Children need to know that the year is split up into seasons and be able to name them. Seasons have different characteristics and children are able to use simple vocabulary to describe aspects of each season, such as their broad weather/climatic and natural features. Children need to be taught how natural features such as trees and plants change with the seasons and a simplistic version of why this happens.</p> <p>The children will go on regular nature walks around the school grounds, school garden, rec and allotments and talk about things that are living, look at where they live etc. Children will take clipboards and paper with them and use technology such as cameras and ipads to record what they see.</p> <p>Children should understand the differences between a pet animal, a farm animal, a wild animal and a zoo animal and why. Children can classify/sort animals into different types. This is through stories, poems and nursery rhymes, a farm visit and visits from animals coming into the school environment. Start with what they know, pets they might own or visits they have made to a farm, zoo, safari park.</p> <p>Children can match baby animals to their mothers.</p> <p>Enhance learning with a trip to West Lodge farm Park.</p> <p>Children should be taught about materials and their properties. Children need to know that heat and cold change things. Some of these changes are reversible and some are irreversible (link to animals in hot/cold</p>

	places and to changes observed when baking, ice melts etc).
ASSESSMENT:	<p><u>Learning to be secure by the end of Spring Term:</u> Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> *Naming and describing the seasons; *Identifying hot and cold habitats; *Sorting animals into different types; *Matching baby animals to their mothers; *Describing what they see, hear and feel whilst outside.
Summer	<p>Support the children to plan and set up a habitat where they can encourage wildlife such as mini-beasts in our school garden. They should be taught how to care for it and tend it while using scientific tools such as magnifying glasses and pooters to examine what is living there. They might also make a wormery.</p> <p>Teach the children that living things change over time and use stories such as Jack and the Beanstalk as inspiration to grow our own beans.</p> <p>Use the story the Very Hungry caterpillar to unpick the change in the caterpillar and use the correct terminology for the stages of development. Use art and textiles, printing and construction to capture images from the story and to retell the cycle of change. Grow our own butterflies.</p> <p>Look at contrasting environments and linked to places in the wider world. Children should learn from texts and pictures as well as sharing experiences from their lives about contrasting features of environments such as rivers, mountains, seaside, places that they have visited or seen in books.</p> <p>Children are encouraged to draw, paint, model these natural features and describe what they are creating using descriptive vocabulary such as sandy, grassy rocky, high, deep etc.</p> <p>Children need to understand that there is a wider world beyond home and school. Children go on walks to look at the environment beyond their boundaries - town walk, visit to Welland Park, visit to forest school,</p>

	<p>school trip etc.</p> <p>Children know the human impact on the environment and pollution of the world. Once children have started to understand how exciting and precious the environment is, they need to start to learn how the actions of people can impact on environments such as leaving litter, getting rid of trees etc. They should be taught about the world pollution and encouraged to express opinions on the environment. They should learn about ways we can help, re-cycle and make posters to address a particular contextual environmental issue i.e getting more people to walk to school, reducing litter, picking up dog poo on Scotland Road and the Rec.</p>
ASSESSMENT:	<p><u>Learning to be secure by the end of Summer Term:</u> Children achieve the ELG.</p>