

Grove Vale EYFS - Understanding the World

Early Learning Goal

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.

People, Culture and Communities

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

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.

Educational Programme

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.

Development Matters - Reception

Children in reception will be learning to:	Examples of how to support this:
Talk about members of their immediate family and community.	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.
Name and describe people who are familiar to them.	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
Children in reception will be learning to:	Examples of how to support this:
Comment on images of familiar situations in the past.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Compare and contrast characters from stories, including figures from the past.	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.
Draw information from a simple map.	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
Recognise that people have different beliefs and celebrate special times in different ways.	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.
Recognise some similarities and differences between life in this country and life in other countries.	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.

Explore the natural world around them.	Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.
Children in reception will be learning to:	Examples of how to support this:
Describe what they see, hear and feel whilst outside.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.
Recognise some environments that are different to the one in which they live.	Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and manmade. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
Understand the effect of changing seasons on the natural world around them.	Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.

Skills and Knowledge		
Autumn		
Past and Present	People, Culture and Communities	The Natural world
<p>Know that there is a past - we talk about then and now.</p> <p>Begin to recognise daily events and routines – use vocab morning, dinnertime, afternoon.</p> <p>Begin to use historical based language – language associated with the passage of time (then, before, now, next, soon) – use and discuss the year timeline.</p> <p>Recognise that time changes us all (eg discuss how chn have changed since they were a baby/baby photos).</p> <p>Begin to become aware of changes through time and how time passes in sequential order (seasons/autumn walk).</p> <p>Begin to develop a chronological awareness (Learning Journey)</p> <p>Begin to develop historical enquiry – look for clues, ask questions (transport).</p> <p>Sequence pictures to show change (old to new).</p>	<p>Talk about where they live and the natural world.</p> <p>Begin to ask questions about the world around us.</p> <p>Create their own environments using small worlds.</p> <p>Show care and concern for living things and the environment.</p> <p>Talk about significant events (tapestry projects/photos from home).</p> <p>Recognise and talk about special events.</p> <p>Find out about different occupations and ways of life (people who help us/role play) –Discuss similarities and difference.</p> <p>Talk about and describe members of their family.</p> <p>Talk about family customs (birthdays, weekends, places of worship visited).</p> <p>Talk about special events they have enjoyed and special places they have visited.</p> <p>Begin a timeline of events to be added to throughout the year (working time line display to</p>	<p>Talk about where they live and the natural world.</p> <p>Begin to understand that we are living and need to eat, drink, sleep and breathe.</p> <p>Use our senses to begin to explore the world around us.</p> <p>Observe plants, animals and found objects – use a magnifying glass to observe more closely.</p> <p>Make statements about what they can see, smell, hear etc in a local park (seasons/Autumn walk).</p> <p>Compare animals – nocturnal and diurnal.</p> <p>Talk about how things work.</p>

Listen to and recall simple Historical stories. (eg Guy Fawkes, Moon landing).	include photos and pics plus months/seasons and refer back to previous terms).	
Spring		
Past and Present	People, Culture and Communities	The Natural World
<p>Recognise that time passes in sequential order – seasons, months of the year.</p> <p>Look at artefacts to identify old and new.</p> <p>Handle artefacts and begin to use them as evidence.</p> <p>Sequence stories.</p> <p>Sequence pictures to show time order.</p> <p>Know the days of the week and how they are similar and different.</p> <p>Recall and talk about events that have happened to them.</p>	<p>Learn that Red House Park is next to our school and discuss the features.</p> <p>Make observations on walks to Red House Park .</p> <p>Describe their observations (use vocab: park, hill, busy road, house, library, shop, trees, pond, busy, quiet).</p> <p>Talk about family customs - (Diwali, Christmas, Chinese New Year, Easter, Ramadan and Eid).</p> <p>Sequence and retell stories.</p>	<p>Grow plants and discuss change over time.</p> <p>Understand that plants are living and need water and light to grow.</p> <p>Investigate different materials and their properties (e.g. rough, smooth, hard, soft, bendy, waterproof).</p> <p>Observe irreversible changes to materials – cook toast, cakes, biscuits.</p>
Summer		
Past and Present	People, Culture and Communities	The Natural World
<p>Compare and contrast, similarities and differences (how has our local area changed?).</p> <p>Know that the passage of time changes the world around us (confident understanding of seasons).</p>	<p>Visit local places and talk about observations.</p> <p>Observe simple maps.</p> <p>Compare and discuss natural and built environments.</p>	<p>Compare animals and plants.</p> <p>Explore life cycles (frog, butterfly) and use correct terms.</p> <p>Answer open ended questions – How can we?</p> <p>What would happen if?</p>

<p>Know that we need to change what we do/wear in response to the passage of time.</p> <p>Explore artefacts and use them in imaginative play.</p> <p>Know the months of the year and how they relate to the seasons.</p> <p>Recognise how a time line shows events.</p> <p>Identify ways that we can learn about the past.</p>	<p>Use geographical words – town, village, road, path, house, flat, gurdwara, church to make distinctions in observations.</p> <p>Use vocab to express opinions eg busy, quiet, pollution, litter.</p> <p>Talk about changes in their own lives and in the lives of family members.</p> <p>Share their feelings, likes and dislikes about experiences.</p> <p>Look at ways their cultures and beliefs are the same and different to others.</p> <p>Share and celebrate different special events – Diwali, Christmas, Easter, Ramadan and Eid.</p> <p>Identify that there are similarities and differences in the way that occasions are celebrated.</p>	<p>Record findings by drawing, writing, making a model, photographing.</p>
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