



Medium Term Plan – EYFS  
Understanding the world

	Strand	ELGs	EYFS Nursery & Reception	
Science		Explore the natural world around them, making observations and drawing pictures of animals and plants.	Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and or different properties. Talk about what they see, using a wide vocabulary.	Explore a variety of concepts and materials first hand. To talk about what they see, what is happening and discuss why, beginning to ask questions to further understanding. To access a high quality provision in order to develop skills in observation, pattern seeking, measuring and evaluating.
	Animals	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	Understand the key features of a life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things	Explore the natural world around them To describe animals and plants (both from photos and real life experiences). Explore the natural world around them, making observations and drawing pictures of animals and plants.
	Humans		Continue developing positive attitudes about the differences between people.	Describe what they see, hear and feel whilst outside
	Living things and their habitat		Begin to understand the need to respect and care for the natural environment and all living things	Explore the natural world around them To describe their own environment and local area? To describe another environment e.g. desert, Artic etc.? To 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.
	Materials		Talk about the differences between materials and changes they notice	Talk about the differences in materials? To talk about the weather linked to seasonal change and talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)? Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



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	Plants		Plant seeds and care for growing plants Understand the key features of a life cycle of a plant and an animal	Explore the natural world around them Describe animals and plants (both from photos and real life experiences). Making observations and drawing pictures of animals and plants.
	Earth, sun and moon, space and seasonal changes		First hand observation of seasonal changes.	Understand the effect of changing seasons on the natural world around them. Talk about the weather linked to seasonal change and talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
	Forces		Explore and talk about different forces they can feel	Talk about forces they feel e.g. push, pull etc.
	Rocks		Explore collections of materials with similar or different properties	
	Light		Explore how things work	
	Sound		Explore how things work	Describe what they can see, hear and feel outside.



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Geography	Location Knowledge		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	<ul style="list-style-type: none"> <li>To name and locate different parts of the local community.</li> <li>To find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</li> <li>To use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</li> <li>To arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.</li> </ul>
	Place Knowledge			
	Human and Physical Geography			
	<b>Geographical skills and fieldwork</b>			
	Geographical Enquiry		between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	<ul style="list-style-type: none"> <li>To use the local area for exploring both the built and natural environment. Express their opinions on natural and built environments.</li> </ul>
	Direction/ location			<ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</li> </ul>
	Drawing maps			<ul style="list-style-type: none"> <li>To follow simple directions</li> </ul>
	Representation			<ul style="list-style-type: none"> <li>To draw and create their own maps using real objects, and/or pictures and symbols.</li> </ul>
	Using maps			<ul style="list-style-type: none"> <li>To look at signs and symbol on different types of maps for example school, and the local community.</li> <li>To use a simple map with symbols to spot features in the school grounds or in the local community.</li> </ul>
Style of maps	<ul style="list-style-type: none"> <li>To use real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</li> </ul>			



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History		<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 in class and storytelling.</li></ul>	<ul style="list-style-type: none"><li>• To begin to make sense of their own life-story and family's history.</li></ul>	<ul style="list-style-type: none"><li>• To comment on images of familiar situations in the past.</li><li>• To compare and contrast characters from stories, including figures from the past.</li></ul>



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<b>RE</b>	People, Culture & Communities Make connections between the features of their family and other families		<p>Will be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Point out the similarities between different families, as well as discussing differences. Notice differences between people. Model positive attitudes about the differences between people including differences in race and religion. Support children’s acceptance of difference. Have resources which include:</p> <ul style="list-style-type: none"> <li>• positive images of people who are disabled</li> <li>• books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity</li> <li>• materials which confront gender stereotypes.</li> </ul>
	Which stories are special to you and why?		<p><b>Key questions/knowledge.</b> What is your favourite story and why? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people’s special stories?</p>
	Which people are special and why?		<p><b>Key questions/knowledge.</b> Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell in other religions?</p>
	Which places are special and why?  Which times are special and why?		<p><b>Key questions/knowledge.</b> How and why do we celebrate special and sacred times? Why are festivals important to religious communities? Why do some people think that life is a journey and what significant experiences mark this? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?</p>



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	Where do we belong?		<p><b>Key questions/knowledge.</b></p> <p>Where do you feel safe? Why?</p> <p>Where do you feel happy? Why?</p> <p>Where is special to me?</p> <p>Where is a special place for believers to go?</p> <p>What makes this place special?</p>
	What is special in our world?		<p><b>Key questions/knowledge.</b></p> <p>How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for?</p> <p>How do you know what people are feeling?</p> <p>How do we show people they are welcome?</p> <p>What things can we do better together rather than on our own?</p> <p>Where do you belong? How do you know you belong?</p> <p>What makes us feel special about being welcomed into a group of people?</p> <p>What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you?</p> <p>Why do some people say the world is special? What do you think is special about the world?</p> <p>What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world?</p> <p>What are the similarities and differences between different people’s ideas about the world?</p>