**EYFS Understanding the World A close-up of a logo

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**at West Kidlington Primary School - Cycle A and Cycle B**

EYFS Statutory Requirement

*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*.

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|  | **Nursery** | **Reception** | **Year1/2** |
| **CYCLE A**  **(2023/24)** | **Term1 Finding out**  Finding our way round nursery and where things are  Who different people in our school are  Holidays  **Term 2 Autumn & Celebrations**  Finding our way around different parts of school  **Term3 Health**  Where food grows and comes from  Seasonal change  **Term 4 Growing**  Walk to the allotment  **Term5 How does it work?**  Walk in our community and features  **Term 6 Change**  Seasonal change, our environment, recycling | **Term 1 Let’s Explore**  Similarities and differences between life in this country and life in other countries  **Term 2 Let’s Celebrate**  People from different parts of the world  **Term 3 Marvellous Me**  fruit and vegetables come from different countries.  **Term 4 On the Move**  Environment using knowledge from observations, discussions where they have been  **Term 5 The Great Outdoors**  Maps  **Term 6 My Community**  Symbols on maps. Life in other places around the world | **Oddizzi scheme-**  **Autumn Term**  **Cycle A Weather and Climate ( field work opportunity)**  **Oddizzi scheme-**  **Spring Term**  **Cycle A Hot and Cold Places**  **Oddizzi scheme-**  **Summer Term**  **Cycle A Continents and Oceans** |
| **CYCLE B**  **(2024/25)** | **Term1 Stories, songs, and Rhyme**  Finding our way round nursery and where things are  Who different people in our school are  Holidays  **Term2 Autumn and stories**  Finding our way around different parts of school  **Term 3 Myself**  Allotment and food that grows  **Term4 My world**  Locality and my house  **Term 5 On the move**  Simple maps, our planet, transport | **Autumn****Cycle B Local Area** Spring  **Cycle B United Kingdom**  **Summer** **Cycle B Mugurameno Village, Africa** |

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| A collection of icons of history  Description automatically generated with medium confidence | **Nursery** | **Reception** | **Year1/2** |
| **CYCLE A**  **(2023/24)** | **Term1 Finding out**  Now, today and yesterday, Holidays, significant events attended/ day trips  **Term 2 Autumn & Celebrations**  Now, today and yesterday, a long time ago  **Term3 Health**  My personal history  **Term 4 Growing**  My family history  **Term5 How does it work?**  Bikes  **Term 6 Change**  Bikes | **Term 1 Let’s Explore**  Farm vehicles from a long time ago  **Term 2 Let’s Celebrate**  Discovering the past through stories  **Term 3 Marvellous Me**  My history- personal  **Term 4 On the Move**  My history and books  **Term 5 The Great Outdoors**  My history and what I have done  **Term 6 My Community**  History around me | Cycle A  Toys Past and present Victorians  Castles  Flight |
| **CYCLE B**  **(2024/25)** | **Term1 Stories, songs, and Rhyme**  Now, today and yesterday, Holidays, significant events attended/ day trips  **Term2 Autumn and stories**  Now, today and yesterday, a long time ago  **Term 3 Myself**  How I have changed over time,  **Term4 My world**  Grandparents and how things have changed  **Term 5 & 6 On the move**  Hats | Cycle B  Pirates  Great Fire of London  The High Street |

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| A science logo with a shell and a snail  Description automatically generated with medium confidence | **Nursery** | **Reception** | **Year1/2** |
| **CYCLE A**  **(2023/24)** | **Term1 Finding out**  Wet and dry. How food can change  **Term 2 Autumn & Celebrations**  Push and pull  **Term3 Health**  Weather, ice and change  **Term 4 Growing**  Seasonal change growing plants outside  **Term5 How does it work?**  Electricity, twist, push, pull  **Term 6 Change**  Watching animals grow chicks Forest school (throughout year) animal habitats, heat, | **Term 1 Let’s Explore**  **Sound, Seasonal Change**  Observe the natural environment and draw  **Term 2 Let’s Celebrate**  Seasons and change  **Term 3 Marvellous Me**  **Humans-** Me and how I am different now  **Term 4 On the Move**  **Seasonal Change**  **Forces**  Seasons and how the environment changes  **Term 5 The Great Outdoors**  **Living Things and their Habitats**  Animals and plants  **Term 6 My Community**  **Light**  Day and night/ shadows | **Animals including humans**   * Exercise, diet and hygiene, reproduction and growth of offspring, basic needs   **Everyday materials**   * Object v material, identify and describe simple properties, group materials * Suitability of materials for particular uses   **Animals including humans**   * Name common animals and describe structure   **Living things and their habitats**   * Describe simple food chains * Name plants and animals in their habitats   **Plants**   * Name common plants and describe their basic structure * Growth of seeds and bulbs into plants, basic needs |
| **CYCLE B**  **(2024/25)** | **Term1 Stories, songs, and Rhyme**  Wet and dry, how food can change  **Term2 Autumn and stories**  Push and pull  **Term 3 Myself**  How to stay warm  **Term4 My world**  Caterpillars, growing plants inside  **Term 5 & 6 On the move**  Magnets, air,  Forest school (throughout year) animal habitats, heat, |  | **Animals including humans**   * Name basic parts of human body, link to senses * Carnivores, herbivores and omnivores   **Living things and their habitats**   * Describe simple food chains * Living v dead v never been alive, suitability of habitats, name plants and animals in their habitats   **Seasonal changes**   * Observe changes across the seasons including weather and day length   **Everyday materials**   * Suitability of materials for particular uses * Squashing, bending, twisting and stretching to change the shape of objects |

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| Technology | **Nursery** | **Reception** | **Year1/2** |
| **CYCLE A**  **(2023/24)** | Using push pull toysAge-appropriate technological toys- push and pull buttons to make something happen Learn about e-safety  Programming  Use simple programme to aid learning in other areas  Handle technology with respect | How to stay safe on line  Using technology  Using programmes | **Computing Skills**  Information Technology around us  Digital Photography  Robot Algorithms  Pictograms  Making Music  An Introduction to Quizzes  **Internet Safety**  Self-Image & Identity  Privacy and security  Online Bullying  Online Reputation  Health, well-being, and lifestyle  Copyright and ownership  Online Relationships  Managing Online Information |
| **CYCLE B**  **(2024/25)** |  | Computing SkillsTechnology Around Us Digital Painting Moving a Robot Grouping Data Digital Writing Programming Animations Internet Safety Self-Image & Identity Privacy and security Online Bullying Online Reputation Health, well-being, and lifestyle Copyright and ownership Online Relationships Managing Online Information |

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| Religious Education  Light passing through clouds | **Nursery** | **Reception** | **Year1/2** |
| **CYCLE A**  **(2023/24)** | **Christianity**  **Hinduism**  **Other faiths and communities**  **Special places** | **Christianity**  **Hinduism**  **Special Places**  **Discovery RE scheme** | **Discovery RE scheme** |
| **CYCLE B**  **(2024/25)** | **Christianity**  **Hinduism**  **Other faiths and communities**  **Special places** |  |