

EYFS Understanding the World Overview

Early Learning Goals:

ELG: Past and Present	ELG: People, Culture and Communities	ELG: The Natural World
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	<p>Children at the expected level of development will:</p> <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. 	<p>Children at the expected level of development will:</p> <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.

Assessing a Knowledge Rich Curriculum:

Skills s: Past and Present	Skills: People, Culture and Communities	Skills: The Natural World
<p>To remember things that are within their immediate past. To ask questions using why, what, when, how, who. To notice things that are similar and different within their family context. To compare and contrast characters from stories, sharing similarities and differences. Place images in order on a timeline (chronology)</p>	<p>To make connections between people and traditions. To understand an idea that is different to their own norm. To give an opinion about likes and dislikes.</p>	<p>To concentrate and comment on changes that they see in plants and animals. To record what they see using diagrams or pictures. To classify animals / plants into groups. To anticipate what they might observe in the natural world. To estimate and to respond.</p>
Knowledge	Knowledge	Knowledge
<p>To listening to music from the past and know that people listened to different music (and played it differently). To give opinions on which music/styles they prefer. To know that people in the past dressed differently.</p> <p>To know that there are different places in Mildenhall that are very old (church) that some are very new (hub) and how to identify which is which.</p> <p>To meet and make friends with the old folks from St Marys Court.</p> <p>To know details about members of immediate family (their job their likes).</p> <p>Knows their own life story and their family history. Know that people do different jobs. To know things that are relevant to their family including special times and traditions. Know what an emergency is and who to call.</p> <p>To understand that different aged people can do different things and have different skills (rolly poly) To know the life stages of a human. To know and remember that there are important people from the past and to understand why they are important (family interviews of grandparents).</p> <p>Knows who The Queen of England is. Knows keys facts about the moon landings and the Mildenhall Treasure. Knows where Mildenhall Museum is.</p>	<p>To know why we have maps and be able to follow a simple map as a group. To know geographical features found in Mildenhall; town, river, house, shop, market, church, forest. Knows about a range of celebrations (Diwali, Eid, Christmas). To know about the world around them and know how to describe what they see, hear and feel whilst outside.</p> <p>To know that we live in England and that London is the capital city of England.</p> <p>Know there are different countries in the world and know how to describe the differences either from experience or from photographs. Know features that are not in Mildenhall; beach, seaside, mountain, hill and lake.</p> <p>Know that there are other countries which are different to England; arctic / africa and they have deserts and ice bergs.</p> <p>Know that difference between people should be celebrated. To know that Easter is a Christian celebration and there are traditions surrounding this holiday. Knows why church is special and who goes there. Knows bible stories about Easter.</p> <p>Children will begin to discuss why the word God is important to Christians.</p>	<p>Know that plants are living and they need water, sun and nutrients to grow. Know that we have plants inside and outside and they can be a herb a flower or a shrub. Knows how to talk about what we see. Knows why we need to respect and care for the natural environment and all living things. Knows that when cooking ingredients change from liquid to solid. Cooking is a way of changing matter. Knows that ice is water in another state. Know how to care for the class pets Knows different types of weather that they experience. Knows the 4 seasons. Can identify what you need to wear for each season and why. Knows how to use all of their senses in hands on exploration of natural materials. Knows how some mechanical equipment works (cogs / pulleys) Knows about different forces they can feel - water pushing, bands snapping, magnetic attraction / repulsion. Know that baby animals look different to their mothers. Know where different animals live and how we can care for them. Classify a farm animal an insect or a wild animal. Know what a nocturnal animal is. Knows the life cycle of a daffodil and a butterfly. Knows that a seaside town is a different place to live from where we live. Know a materials that floats and a material that sinks. Knows a material that is waterproof. Can name something that is made from paper, plastic, metal and wood. Can sort materials into groups. Knows that we have 5 senses.</p>

What does it mean?

Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonderment, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving and shared decision making. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence. In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence.

Possible Enrichment:

From the beginning of the year we will implement rigorous, consistent routines which take into account different changes and cycles. These will include seasons and life cycles as a Science focus, as well as changing states through cooking and melting ice/water evaporation. Weekly walks will help us observe changes in our immediate environment, as well as seasonal changes. Links with local community will allow for conversations about connections between people. Provision provides exploration of shadow, magnets, through our 5 sense. Visits to a farm to observe life cycles and different job roles. Sixties/rock and roll dress up day. Grandparents role play.

Resources:

Changes of state/life cycles: Playdough ingredients.
Caterpillar/ladybird eggs and egg hatching incubator to observe life cycles. African/Arctic small world/artefacts. 'Curiosity' shelves with artefacts to prompt discussion.
Daily notebook to observe weather patterns/seasonal changes. Maps for weekly walks.

SMSC

- **Spiritual** SMSC in EYFS is developed by experiencing wonder and joy through learning about, and from, stories, celebrations, rituals and different expressions of religion and worldviews.
- **Moral** To understand the part they play within our community we learn about the people who live in our town, we visit older friends, local nurseries, shops and services.
- **Social** We encourage children to think about themselves as a class unit who work together and then as part of the wider school – sharing experiences with older classes, sharing play spaces, joining in with assembly and school life. We celebrate events from history, within their own cultures including bonfire night, Remembrance Day, and St Georges Day, as well as other celebrations such as Eid and Chinese New Year.
- **Cultural** We encourage pupils to talk to relatives and staff about their lives. Children develop a sense of their identity and their culture through conversation with interested adults. We create links with the church and encourage many chances to experience our local natural environments (forest/ river/ fields/ town).

British Values:

Democracy within the early years this is all about making decisions together. We support children to understand that their views count and they should express them. We value each other's feelings and talk about how we feel. **Rule of law** is about understanding rules, managing children's feelings and behaviour. To help this, we help them understand right from wrong, making sure that we have a clear behaviour management system with rewards. **Tolerance of other religions.** We create an environment that is inclusive, respecting, views, faiths, cultures and races. We engage with the wider community. Actively involved with parents, grandparents, and cultural celebrations. To promote mutual respect we promote sharing and respecting opinions. Creating an ethos of inclusivity and tolerance where views and cultures are valued and children are engaged with the wider community. **Individual Liberty** – children have freedom for all, focusing on people, communities, self-confidence and awareness. Children need to have a positive sense

Understanding of the World Progression Map

The Natural World (Science)

OUTSIDE WORLD			LIVING THINGS					
The Weather	The Seasons	Shadows & Light	Planting Seeds and Growth	Life Cycle of a Plant Change & Decay	Animals and what they need to grow	Life Cycle of a chick, tadpole, ladybird, caterpillar.	Humans how do we grow?	What do humans need to grow.
SENSES		STATES OF MATTER				FORCES		
The 5 Senses	How do we use our senses to explore the world?	Explore Water Floating & Sinking	Change of State Freezing Ice	Change of State Cooking Melting / Heating	Natural & Manmade Objects Materials	Mechanical equipment Push & Pull Cogs & Levers Pulleys	Magnets	

Understanding of the World Progression Map

Past & Present (History)

My History		Significant People, Places & Events		
When I was a baby	What I am like now	Grandparents / Care Home The Queen	Mildenhall Church	Mildenhall Treasure The Moon Landing Music from the 60's

People, Culture & Communities

(Geography)

Town & City		A Place Far Away			Our World	
Mildenhall Maps	London	The Plains of Africa	The Polar Region Icebergs	Seaside Towns	The Globe Earth	Maps in the UK

People, Culture & Communities (RE)

My Family & Community	Christianity & Other Religions	Celebrations & Festivals
Who is in my family; jobs, interests, beliefs. Who lives in my community; jobs, interests, beliefs	Who is a Christian and what do they believe. What places are special, Which stories are special, How do we celebrate on special times	Diwali (Hindu), Bonfire Night, Luna New Year (Chinese) Shrove Tuesday, Mothers Day, Easter, Hanukkah (jewish) Remembrance Sunday