

Understanding the World

Statutory Framework for the Early Years Foundation Stage
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.

Our Broad Curriculum Aims:

Articulate

Through rich conversations and modelled language children will communicate effectively using a wide vocabulary.

Inquisitive

Through a stimulating environment the children show curiosity for the world around them

Confident

Through positive relationships develop confidence in unknown situations and try new challenges with others and independently

Problem solvers

Through questioning and challenges the children seek their own problems to solve

Resilient

The importance of making mistakes and learning from them – a can do attitude!

People and Communities					
What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS I can: - Talk about my immediate family and special celebrations. - Name some occupations in my community. - Tell you where I live e.g. Whitefield, Bury etc. - Draw simple story maps	- Shows curiosity about familiar people - Begins to learn names of the children in the setting - Talk about an experience they had with their family - Understand different celebrations, link this to their own experiences - Understand their family is unique - Makes friends	Same Different Diverse Community Vocabulary linked to festivals (see planning) Great Britain Map Europe Antarctica Arctic Africa	Jigsaw Jenie puzzle- relationships/ celebrating differences – children to take part in these activities that talk about their own family and compare them to other children. In celebrating differences, children will explore that everyone is different, and this diversity should be celebrated. Circle time, children share and celebrate their news with each other weekly. Families are encouraged to share photos/ certificates. Encourage children to ask questions about their friend's experiences.	Establish good relationships with children and their families allowing the children to be confident to share their family experiences. Encourage parents to upload photos of the children's experiences to Tapestry so these can be shared in the setting. With Jigsaw Jenie, talk with the children about their differences and celebrate our uniqueness. Adults will be sensitive to the children's needs, and showing care if the child has experienced an upsetting event at home.	The environment will celebrate the children's differences through displays and photographs of their families. Through role play resources children will be able to act out familiar home experiences and dress up costumes to recreate different occupations. A wealth of stories and non-fiction books within the different areas about different cultures and occupations to interest the children and stimulate conversations.

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- Talk about other countries and can talk about the differences I can see. By the end of EYFS2 I can: - Talk about my extended family and special celebrations and how they differ throughout my community. - Understand the different occupations in my community and how they help me, my family and the community. - Tell you where I live (e.g. Whitefield / Bury) and I know that it is part of Greater Manchester and is in Great Britain. - Draw a map of my environment and can name some of the features. - Understand the similarities and differences of my life and the life of another child in another country.	- Understands that we all like doing different activities and that is ok - Talks about occupations from favourite tv shows and family members - Recreates different occupations through play, both indoor and outdoor - Understand why we phone 999 - Talk about similarities and differences between occupations - Talk about local parks and shops they visit - Talk about their neighbours - Recognise the street they live on - Know the house number they live at - Talk about transport they travel on to get to Manchester and Bury - Describe their route home from school/ shops – what do they see? - Describe a story or route in 3 parts first, then, after that - Talk about a cold place - Talk about a hot country. - Recognises that there are different countries in the world - Recognise the setting of a story - Talk about why a character in a story lives in a different country	India Setting Character	Opportunities for members of the community to share their experiences in the setting. Opportunities for children to explore their local community, visits to the shops/ post office Write letter/ postcard and post home – visiting the post box Read stories and books about different occupations Role play opportunities for children to act out the experiences they have read about Look at maps and atlas' and talk about where we live in the world Read a variety of stories from around the world, encouraging children to notice the similarities and differences Children to retell stories and ideas through maps Celebrate different cultural and religious festivals throughout the year, such as Diwali, Eid, Chinese New Year, Christmas and Easter. Through dance, food tasting, reading books, inviting visitors into school and craft activities. RE planning...	Through these positive relationships children will feel part of the All Saints community and understand why we wear our badge on our uniform.	Maps and atlas will be available for the children to locate where they live.
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What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS1 I can: - Develop an understanding of growth, decay and changes over time in the world around us. - Understand the importance of caring for our environment and what will happen if we don't. - Understand the key features of the life – cycle of a plant and an animal. By the end of EYFS2 I can: - Talk about the similarities and differences and the changes in nature around me. - Describe and talk about the effects of my family's behaviour on the environment.	- Explores the outdoor environment, comments on the changes each season - Understand that a plant needs sun and water to grow - Understand that vegetables and fruits come from plants/ seeds - Comments on the changes they see in the garden – 'the potatoes are growing' - Comment on changes to materials, such as melting ice or chocolate - Comment on the properties of objects, such as its hard, soft or spiky - Investigate different materials in the water and comment on what happens - explore forces that they can feel, comment on the effect they have on different toys (e.g. pushing/ pulling) - investigate light and dark, comment on our shadows - Will return an object to correct place in setting - Will take responsibility for an area of the setting at tidy up time	Autumn Winter Spring Summer Seed Leaf Stem Fruit Vegetable Taller Emerge Pupa Cocoon Chrysalis Egg Mammal Responsible Respect Environment Recycle Animal names (see planning)	Gardening – planting, nurturing, weeding and harvesting Regular welly walks to look at the changes in the seasons Cooking opportunities, talk about how the ingredients have changed Science experiments – can we get the penguin out of the ice? Choosing the best way to melt the ice Floating and sinking experiments in the water tray Each year nurture animals in the environment, either ducklings from eggs or caterpillars to butterflies. Visits to zoo or farm to learn more about different animals and their habitat. Read stories/ books about climate change and the importance of looking after our environment by recycling, keeping it tidy and growing lots of plants in our garden. Role play – setting up a recycling plant, children to sort the materials, can they be recycled? What are they made from? Experiments in the water tray – finding materials that float and sink Forces – investigate what happens to the car if we push it? if we put it down a ramp? how can we move an object from one place to another? Use torches to make shadows make shadow puppets	An adults key role is to play alongside the children as they investigate, making comments and extending children's vocabulary. Helping them to understand the importance of our environment, so they become responsible citizens. All these experiences will be enhanced by the rich language modelled by the adults. Model how to investigate, I wonder if ... Comment on the world around us, ensuring the children tune into their senses, what they can see, hear, feel, smell and taste. Encourage awe and wonder in what we see and investigate.	By providing a stimulating environment children's natural curiosity will be the drive for new learning, supported by the adults within the setting. The outdoor environment gives our children an opportunity to explore the changing seasons and weather. The children will have the opportunity to grow a variety of plants from seeds, watching them grow and harvesting the fruit and vegetables. In the mud kitchen the children can use the plants in the herb garden to make their own, learning their names and commenting on the smells. In the outside environment children will show curiosity for the wildlife they see, naming the birds, minibeasts and fox family. A 'come and explore' table within the indoor provision that provides opportunities for children to investigate and comment on what they see, such as magnifying glasses, magnets and books to accompany each topic.

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Compare and contrast different life – cycles of plants and animals.	- Will put rubbish in the bin - Will recognise how they can help their environment - Will understand the importance of recycling - Will show curiosity for creatures they discover outside - Will show care for these creatures - Will recognise some animals start as an egg - Will be able to identify animals that come from eggs - Will be able to take about life cycle of some insects				
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Past and Present					
What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling environments
By the end of EYFS1 I can: - Understand how I have changed from a baby to a four-year-old child. - Talk about my past experiences By the end of EYFS2 I can: - Understand that I was once a baby and will become an adult – with aspirations to what I would like to do or become.	- Know that when they were born they couldn't do anything for themselves - Sequence what babies learn to do - Know that as they are growing they are learning to do new things - Talk about what they can do now but couldn't when they were a baby - Talk about what they would like to get better at - Sequence a human life (baby, child, teenager, adult), relating to experiences of family members	Today Yesterday Tomorrow Past Baby Adult Child Teenager Future Old New Grandad Grandma Auntie Uncle Cousin	Jigsaw Jenie topic – Changing Me explores how they have changed and transition into the next class, dealing with any worries or anxieties about moving on. Look at pictures when the children were babies and talk about how they have changed. Invite family members in with their babies to talk about what they can do/ need help with Role play with looking after babies in the home corner Read stories from the past, look at the differences – what did the children wear? What games did they play? What is the same/ different?	Adults will encourage children to talk about their experiences and their families. Through life cycles of animals, the adults will help children understand how they grow and change. Introduce pictures and stories with characters from the past and help children to understand the language needed to explore and understand the past.	A range of high quality texts about babies, families and the changes. Jigsaws that help children to sequence the changes – baby, child, adult.

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Compare and contrast characters from stories, including figures from the past.	- Know that their parents were babies/ the teachers were babies - Talk about what they would like to do in the future - Talk about family members, how are they related to me - Sequence events from their birth to now - Talk about pictures from the past, commenting these happened before they were born - Recognise stories that were set in the past - Retell stories using props and puppets				
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Technology					
What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS1 I can: - Explore how things work, e.g. stringed puppets. - Understand that information can be retrieved from digital devices and from the internet. By the end of EYFS2 I can: - Use a computer program to draw a	- Show curiosity in the toys around them - Offer comments about how things work as they play - Explore different areas within the setting - Understands the cause and effect by touching different toys - Navigate the touch screen whiteboards to access songs - Navigate the touch screen boards to write and draw - Complete simple programmes on the IWB	Push Pull Forwards Backwards Straight Direction Turn Photograph Video Play Pause Stop	to put a range of different toys that need to be pulled, pushed to work and observe how the children explore them children to navigate the beebots, programmable toys to follow a map children to use iPad to record the models they make/ pictures they create children to access a range of programmes on the IWB washing the dolls clothes and understanding how they will dry, what is the best way to dry the clothes? where shall we put them? investigate construction kits, encourage children to make toys that move, e.g. cogs and wheels, magnetic bricks	through observation adults will learn which children have access to ICT equipment at home and encourage those children who are less confident to access the technological toys and equipment available. Encourage children to use investigative language, I wonder... What will happen if I do this?	A rich environment that allows children to investigate a range of technologies.

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picture using the different tools. • Create content such as a video recording, To record something important or memorable.	• Programme beebot with one step instruction • Programme beebot with 2 step instruction • can takephotos using an iPad • can record voices				
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