

Understanding The World Development within EYFS at Scorton Primary School

Statutory Framework for 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.

Intent

Understanding The World is a Specific Area in the Early Years Foundation Stage Curriculum. We use the Wanderlust Project to bring this area of learning to life. This covers a range of seasonal suggestions to explore and learn through, for e.g. hibernation, fire, scarecrows, birds and flowers. We bring the outside in, as we explore conkers, pumpkins, sunflowers and fresh herbs. Children are encouraged to explore with all of their senses using magnifying glasses, tools and equipment as they find out more, ask questions and develop their own theories. It is important to us that our children respect and value the natural world and the beauty which it beholds. We model showing how to care and love living things as we take pride in our world and our local community..

Progression of Knowledge and Skills

	Understanding The World History Geography Science RE
Nursery	I can make comments using simple words about my immediate environment as I interact with it. · I am showing curiosity and interest about people that I am familiar with. · I recognise key people in my life. I can briefly talk about some members of their family I can talk about any pets that they might have I can sequence family members by size and name (baby, child, adult) I can compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences I can share likes and dislikes I can notice features in my own environment I can talk about the features of this country

	<p>I can explore the natural world and comment on what is seen/heard I can use senses in hands on exploration I can identify what you need to wear for each season and why I can take care of living things I can mark make on paint software on the Interactive Whiteboard I can play simple games on the Interactive Whiteboard by pressing buttons</p>
Pre-School E	<p>I can...</p> <ul style="list-style-type: none"> •talk about myself and people that I know. •Notice features of my immediate environment •Say what makes me special. •Use my senses to explore natural materials. •Talk about the jobs of people that I know. •Talk about the features of my immediate environment. •Talk about how people celebrate different traditions. •Use my senses to explore living things •Notice things in the natural world. <p>Talk about the changes I notice.</p>
Pre School D	<p>I can...</p> <ul style="list-style-type: none"> •Talk about past and present events that happened in my own life. •Use maps of my immediate environment. •Use non-fiction books to find out about where we live. •Talk about different religions and cultures. •Talk about how things look, feel, sound and smell. •Talk about events in nursery that happened in the past. •Use maps of my environment to identify landmarks. •Recognise that some people celebrate particular festivals. •Ask questions and make comments about the world around me. <p>Talk about how things grow and change</p>
Pre-School S	<p>I can...</p> <p>Talk about myself as a baby</p>

	<ul style="list-style-type: none"> • Compare myself as a baby to now • Talk about past events in the lives of familiar people. • Talk about the features of where we live. • Talk about different religions and cultures. • Take care of living things. • Talk about people that I come across and the jobs that they do • Talk about how I have changed since I started Pre-School. • Use maps and non-fiction books to talk about different countries. • Talk about ways that people we know are different and unique. • Talk about different weather and seasons.
Reception E	<p>I can...</p> <ul style="list-style-type: none"> • Talk about my own family and people special to me. • Describe features of my own environment. • Talk about what makes me special. • Observe the natural world and draw their observations. <p>Notice how some things are the same and some different</p> <ul style="list-style-type: none"> • Describe jobs that people do and why they are important. • Use maps of my own environment. • Talk about different ways that people celebrate. • Talk about similarities and differences. • Recognise seasonal changes.
Reception D	<p>I am learning to:</p> <ul style="list-style-type: none"> • Talk about how people lived in the past. • Use maps and non-fiction texts to find out about other countries. • Describe similarities and differences between environments . • Explain the reasons for some traditions. • Give reasons for the changes I notice e.g. melting... • Talk about the similarities and differences between things in the past and now. • Describe and compare the seasons. • Compare similarities and differences between different religions and cultures. <p>Describe the features of plants and animals</p>
Reception S	<p>I am learning to:</p> <ul style="list-style-type: none"> • Talk about significant people and events in the past. • Compare features of our environment to another environment.

	<p>Talk about how seasons affect the natural world</p> <ul style="list-style-type: none"> •Sequence some significant historical events. •Compare living in this country to living in another country. •Talk about ways to look after the natural world.
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Impact

Children will achieve the Early Learning Goals for U of World

<p>Past and Present</p> <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; - Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling. <p>People Culture and Communities</p> <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>Natural World</p> <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.
<p>Links to KS1</p> <p>Understands that there are similarities and differences between people. Describe memories that have happened in their own lives.</p>

Sequence events that are close together in time.

Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.

Describe memories that have happened in their own lives.

Can recognise, name and describe religious places.

Describes the main beliefs of a religion. Describes the main festivals of a religion.

Use basic geographical vocabulary to refer to physical and human features

Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK.

Compare the UK with a contrasting country

Observe the natural and humanly constructed world around them

Explores the world around them, asking how and why Q's.

Decides how to sort and classify objects

Notices links between cause and effect (speed, shape, direction and magnetism)