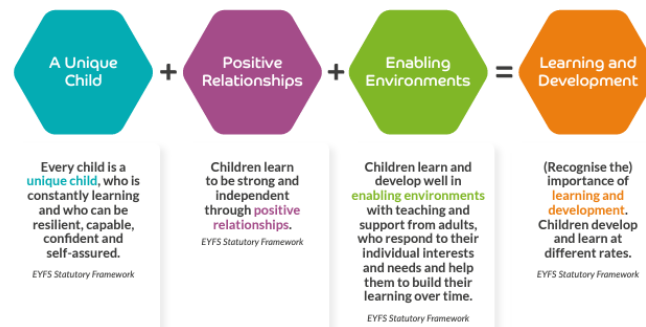


Knowledge and Understanding the World

EYFS Statutory Educational Programme:

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.



The Natural World Outcomes						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year old	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. Talk about the differences between materials and changes they notice.	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 and talk about different forces they can feel.	Begin to understand the need to respect and care for all living things.	Understand the key features of the life cycle of an animal.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	Begin to understand the need to respect and care for the natural environment.
Reception	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.
ELG	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.		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.	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.	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.	Explore the natural world around them, making observations and drawing pictures of animals and plants.

				Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children will explore natural materials through the topic of Seasons- Autumn. Children will explore leaves, seeds and fruits from plants and trees in our school grounds. They shall use vocabulary to describe what they have found to talk about what is the same and different about the materials - Key vocab - hard, soft, leaf, curved, straight, smooth, spikey. Talk about the differences between materials and changes they notice. Children will explore how food can change when mixed with ingredients or when heated or cooled. They can use vocabulary such as melt, dissolve, solid, liquid.	Children will continue to explore materials but will explore the uses of some materials in our environment such as - glass - see-through - windows Wood- solid - to make furniture Waterproof materials for wellies, unberellas Children will investigate push as a force to see how this can move and change the shape of materials. Children will explore magnets and find out what magnets are attracted to. Children will notice the change in weather including the daylight hours getting shorter. They will explore the need for warmer clothes as the days and nights become colder.	Children will learn how to care for their pets- exercise, food, water. They will learn that animals go to the vets for treatment.	Children will explore Spring. They will notice signs of Spring including buds on the trees, spring bulbs, birds making nests. They will notice that the it is light earlier in the morning and later into the evening. Children will explore animals that live in different parts of the world. They will name similarities and differences between different animals and talk about where they live.	Children will begun to notice different plants in the local environment. Children will be able to sort seeds into different groups and talk about how they have sorted them. They will be able to name the key parts of a plant - leaf, stem, flower, root. They will be able to observe different plants growing over time and make comments about each stage. Children will know that plants need water and light to grow.	Children will explore changes that take place in Summer - the daylight hours getting longer and warmer days. They will explore clothes that we wear in Summer to help to keep us cool.

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Past and Present outcomes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year olds	Begin to make sense of their own life-story and family's history.					
Reception	Talk about members of their immediate family and community. Name and describe people who are familiar to them.		Comment on images of familiar situations in the past.		Comment on images of familiar situations in the past.	
ELG			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.		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.	
	Children can name members of their own family.		Children will explore some famous people from the past through		Children will use the terms past and present.	

	Children can use the terms older and younger to describe their place in their family. They understand that we change as we grow and can name some of the differences from themselves now and what they were like as a baby.		stories and photographs. They will begin to understand the terms past and present. They will be able to compare a picture/ photo of now to a picture of the past. For example a nurse in a hospital today and a picture of Florence Nightingale in a hospital in the past.		They will be able to talk about the similarities and differences between toys and books they play with now compared to the past.	
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Geography related links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-4 year olds		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Show interest in different occupations.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
Reception children	Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.	Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some environments that are different from the one in which they live	Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons	Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.	

				on the natural world around them.		
EL6				Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	
	Understand that a map can help us find out about a place or show us where to go. Children will begin to identify key features on a map starting from a simple map of a table setting. Children will explore key features of South Hykeham - church, house, field, school, tree. Children may progress onto recognising these key features on an ariel map. Children will identify the changes that take place in Autumn - leaves changing colour, falling from trees.	Children will be able to talk about different places that they have visited. Children will be able to talk about a special place to them. Children will know that a Country is a piece of land. Children will begin to recognise different geographical features - river, lake, forest, factory. They will begin to share key features of our Capital City of London. - Tower of London, St Paul's Cathedral, River Thames, The shard, Buckingham Palace.	Children will explore different occupations. They will learn key occupations related to their own experiences. They will understand the key roles and vocabulary of: Nurse, doctor, paramedic, firefighter, police officer, librarian, teacher, postal worker, vet, pilot, driver. They will understand that anyone can do these occupations.	Children will know that we can use an atlas and a globe to find out about different places in the world. They will be able to use these as well as pictures to talk about where different animals live in the world. They will be able to describe what is similar and different in each place for example - Emperor Penguins live in Antarctica where it is cold. Children will use the term Spring. They will be able to spot changes in the weather - days beginning to get longer	Children will understand what the term route means. They will be able to use the vocabulary such as forward, right, left. They will be able to follow a simple route linked to a story and begin to make their own simple routes to get from one place to another. Children will be able to name features of their local environment including geographical and physical features such as field, river, church, farm. Children will begin to use the Term Summer. They will recognise that the weather becomes warmer and	

	They will know that we harvest different foods.	They will be able to recognise the church in South Hykeham. Children will compare our church to a Hindu Temple through the celebration of Diwali and to a Mosque. Children will identify signs of Winter. They will know that we dress differently in Winter to keep us warm. They will recognise that it becomes light later in the morning and darker earlier in the afternoon.			that we dress to keep ourselves cooler.	
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People and Communities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year olds	Continue developing positive attitudes about the differences between people.					
Reception		Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.

ELG		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.	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.	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.	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.	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.
	Children will learn the names of their peers in the class. They will begin to recognise that we all have similarities but we are all different both in our appearance and skill set. Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc. Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books	Children will be introduced to Diwali and understand that it means The Festival of light. Children will know that Christmas is the celebration of the birth of Jesus. Children will be able to talk about the different ways in which we celebrate - tree, advent calendar, Christmas Dinner, the giving of gifts.	Children will learn that Chinese New Year is celebrated. They will talk about different aspects of the Celebration and compare to how we celebrate New Year. Pupils learn more about what it means to belong to a community and a religious community says thank you for a new baby	Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.	Build on pupils' learning about special books and special things by exploring some of the special places in which you may find these books and objects.	Builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail. Look at how different faiths interpret the story of creation.