

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.
- **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 extended family and special celebrations and how they differ throughout my community.	• 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	Same Different Diverse Community Vocabulary linked to topics	Circle time, children share and celebrate their news with each other daily. Families are encouraged to share photos/ certificates.	Establish good relationships with children and their families allowing the children to be confident to share their family experiences.	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

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<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Understand their family is unique • Makes friends • 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 		<p>Encourage children to ask questions about their friend's experiences.</p> <p>Opportunities for children to explore their local community, visits to the shops/ post office</p> <p>Read stories and books about different occupations</p> <p>Role play opportunities for children to act out the experiences they have read about</p> <p>Look at maps and atlas' and talk about where we live in the world</p> <p>Children to retell stories and ideas through maps</p> <p>Celebrate different cultural and religious festivals throughout the year, such as</p>	<p>Encourage parents to upload photos of the children's experiences to Tapestry so these can be shared in the setting.</p> <p>Adults will be sensitive to the children's needs, and showing care if the child has experienced an upsetting event at home. Through these positive relationships children will feel part of the St Mary's community and understand why we wear our badge on our uniform.</p>	<p>out familiar home experiences and dress up costumes to recreate different occupations.</p> <p>A wealth of stories and non-fiction books within the different areas about different cultures and occupations to interest the children and stimulate conversations.</p> <p>Maps and atlas will be available for the children to locate where they live.</p>
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	<ul style="list-style-type: none"> • Recognise the setting of a story • Talk about why a character in a story lives in a different country 		<p>Diwali, Eid, Chinese New Year, Christmas and Easter. Through dance, food tasting, reading books, inviting visitors into school and craft activities. RE planning...</p>		
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The World					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> • 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. • Talk about the similarities and 	<ul style="list-style-type: none"> • 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, 	<p>Autumn Winter Spring Summer Seed Leaf Stem Fruit Vegetable Taller Emerge Pupa Cocoon Chrysalis Egg Mammal Responsible Respect Environment Recycle Animal names</p>	<p>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</p>	<p>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</p>	<p>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</p>

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<p>differences and the changes in nature around me. • Describe and talk about the effects of my family's behaviour on the environment.</p> <ul style="list-style-type: none"> • Compare and contrast different life – cycles of plants and animals 	<p>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</p> <ul style="list-style-type: none"> • 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 		<p>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</p>	<p>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.</p>	<p>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.</p>
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Past and Present					
What we want our children to learn	Progression	Vocabulary	Activities	Positive Relationships	Enabling Environments
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> • Talk about my past experiences • Understand that I was once a baby and will become an adult – with aspirations to what I would like to do or become. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • 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 • 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 	<p>Today Yesterday Tomorrow Past Baby Adult Child Teenager Future Old New Grandad Grandma Auntie Uncle Cousin</p>	<p>Look at pictures when the children were babies and talk about how they have changed.</p> <p>Role play with looking after babies in the home corner</p> <p>Read stories from the past, look at the differences – what did the children wear? What games did they play? What is the same/ different?</p>	<p>Adults will encourage children to talk about their experiences and their families.</p> <p>Through life cycles of animals, the adults will help children understand how they grow and change.</p> <p>Introduce pictures and stories with characters from the past and help children to understand the language needed to explore and understand the past.</p>	<p>A range of high quality texts about babies, families and the changes.</p> <p>Jigsaws that help children to sequence the changes – baby, child, adult.</p>

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	<ul style="list-style-type: none"> • 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
<p>By the end of EYFS I can:</p> <ul style="list-style-type: none"> • Understand that information can be retrieved from digital devices and from the internet. • Use a computer program to draw a picture using the different tools. • Create content such as a video recording, to record something important or memorable. 	<ul style="list-style-type: none"> • 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 • can take photos using an iPad • can record voices • can use Purple Mash independently 	Push Pull Forwards Backwards Straight Direction Turn Photograph Video Play Pause Stop	<p>A range of different toys that need to be pulled, pushed to work and observe how the children explore them</p> <p>Children to use iPad to record the models they make/ pictures they create</p> <p>Children to access a range of programmes on the IWB</p> <p>Investigate construction kits, encourage children</p>	<p>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.</p> <p>Encourage children to use investigative language, I wonder... What will happen if I do this?</p>	<p>A rich environment that allows children to investigate a range of technologies.</p>

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	<ul style="list-style-type: none">•can use QR codes to watch class stories being read by familiar adults.		to make toys that move, e.g. cogs and wheels, magnetic bricks		
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