



Understanding the World Long Term Plan 2021

Understanding the World in EYFS		
<p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning</p> <p>These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <p>In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.</p>		
EYFS Understanding the World Education Programme (Statutory)		
<p>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.</p>		
EYFS Understanding the World Skills (Non Statutory)		
Past and Present	People, Culture and Communities	The Natural World
<ul style="list-style-type: none"> • During dedicated talk time, listen to what children say about their family. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present. • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer opportunities for children to begin to organise events using basic 	<ul style="list-style-type: none"> • Talk about religion from sources of information and use some simple everyday religious terms. • Talk about their community. • Show some awareness of religions. • Listen to what children say about their own experiences with people who are familiar to them. • Begin to talk about their own experiences and feelings. • Begin to recall parts of religious stories • Engage with religious and cultural communities and their practices throughout the curriculum at appropriate 	<ul style="list-style-type: none"> • Describe what they see, hear, smell & feel whilst outside – focused observation of the natural world • Discuss how we care for the natural world around us. • After close observation, draw pictures of the natural world, including animals and plants • Name & describe some plants • Identify familiar plants • Draw pictures of plants • Talk about things they have seen outside including plants • Understand the effect of changing seasons

<p>chronology, recognising that things happened before they were born.</p> <ul style="list-style-type: none"> • Show images of familiar situations in the past, such as homes, schools, and transport. • Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling. • Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. 	<p>times of the year – ongoing.</p> <ul style="list-style-type: none"> • Describe the immediate environment, using new vocabulary where appropriate. • Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. • Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. • Find out about places in the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. • Explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping) 	<p>on the natural world around them (weather and seasonal features) • Describe what they see, hear, smell & feel (senses)</p> <ul style="list-style-type: none"> • Name and describe some animals • Identify familiar animals • Observational drawings of animals • Be able to show care and concern for living things • Talk about things they have seen outside including animals • Encourage children to observe how animals behave differently as the seasons change
Development Matters (Non Statutory)		
<ul style="list-style-type: none"> • 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. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. 		

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG – Past and Present (Statutory)

Children at the expected level of development will:

- 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.

ELG – People Culture and Communities (Statutory)

Children at the expected level of development will:

- 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.

ELG – The Natural World (Statutory)

Children at the expected level of development will:

- 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.

Year 1 National Curriculum

Science	History	Geography	RE (Come and See Curriculum)
<ul style="list-style-type: none"> • The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking 	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> • Pupils should develop knowledge about the world, the 	<p>Autumn topic - Families:</p> <p>This is an outline of the teaching of the Church covered in</p>

<p>more closely at the natural and humanly-constructed world around them.</p> <ul style="list-style-type: none"> • They should be encouraged to be curious and ask questions about what they notice. • They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, • Including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. • They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. • Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 	<ul style="list-style-type: none"> • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Children should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements • significant historical events, people and places in their own locality. 	<p>United Kingdom and their locality.</p> <ul style="list-style-type: none"> • They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. <p>Children should be taught about:</p> <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and fieldwork 	<p>FAMILIES:</p> <ul style="list-style-type: none"> • God loves and cares for everyone. • We can trust God. • Jesus was part of a loving family. • The importance of prayer: night prayers. • The psalms help us pray and think about God. • God cares for us as a loving parent. <p>Standard summary:</p> <ul style="list-style-type: none"> • Some children will be able to talk about their experience and feelings about the roles of people within families. • Some children will be able to say what they wonder about the care given to people within families. • Some Children will be able to recognise the stories and psalms which reveal God's love and care. • Some children will be able to ask and respond to questions about the difference between families. • Some children will be able to retell some of the psalms and something about Jesus' childhood.
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Opportunities to develop Understanding of the World (in addition to every day practice, including: Circle Time, Reception Time Line in the corridor, poetry basket, story time, rich language discussions, seasonal discussions and exploration, building on children's interests)

Autumn 1 – Me and My Community / Exploring Autumn	Autumn 2 – Dangerous Dinosaurs / Sparkle and Shine	Spring 1 – Once upon a time / Puddles and Rainbows
<ul style="list-style-type: none"> • Our school community (exploring) - Fieldwork includes going on walks and visits to collect information about the environment. • Me and my family (Giants) - People change as they grow and have changed since they were babies, both in their appearance and what they are able to do / Recognise and discuss how they have changed from when they were babies. • People who help us (Firemen visit) - Talk about the different occupations that familiar adults and members of their community have. • Messy maps - Name and talk about man-made features in the local environment, including shops, houses, streets and parks. • Tidy teams - Describe how they can look after their environment. • Woodland walk - Some plants and trees change with the seasons. For example, new green leaves grow in the spring and some leaves change colour in autumn and fall from the trees. • Exploring leaves - Explore the natural world around them and give simple descriptions, following observation, of changes. • Who lives in the woods? - Identify common features for different groups of animals, including wild and domestic animals. • Wild ones - Identify common features for different groups of animals, including wild and domestic animals. • Autumn fruits - With support, observe, record 	<ul style="list-style-type: none"> • Dinosaur shadows - A shadow is the same shape as the object that makes it. Shadows change during the day. • Dinosaur adventures - A map is a picture or drawing of an area of land or sea. • Festive lights - Show an awareness of the similarities and differences between people in different communities and groups from around the world. • Christmas around the world - Show an awareness of the similarities and differences between people in different communities and groups from around the world. • Festival of light (Diwali & Hanukah) - Show an awareness of the similarities and differences between people in different communities and groups from around the world. 	<ul style="list-style-type: none"> • Welly walk - Describe simply how weather changes as the seasons change. • Sunshine and showers - Record observations about the way the local environment changes throughout each season. • It's raining - Rain clouds are large collections of tiny water droplets. When the water droplets get too heavy, they fall to the earth as rain. • Plant a rainbow - Describe some ways that plants or animals should be cared for in order for them to survive. • Is it waterproof? - With support, observe, record and talk about materials and living things. • Prisms - Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. • Windy day - Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. • Torches - Explore and describe electrical and non-electrical light sources.

<p>and talk about materials and living things.</p> <ul style="list-style-type: none"> • Apples - Living things change over time. This includes growth and decay. • Sweep it up! - Describe how they can look after their environment. 		
<p>Spring 2 – Big Wide World / Splash</p>	<p>Summer 1 – Sunshine and Flowers / Shadows and Reflections</p>	<p>Summer 2 – Moving on</p>
<ul style="list-style-type: none"> • Postcards from around the world - Begin to notice and talk about the different places around the world, including oceans and seas / Globes and maps can show us the location of different places around the world. • Our Global community - Show an awareness of the similarities and differences between people in different communities and groups from around the world. • Trains, planes and automobiles - Make and use simple maps in their play to represent places and journeys, real and imagined. • Wish you were here - Begin to notice and talk about the different places around the world, including oceans and seas. • Our world - Describe how the weather, plants and animals of one place is different to another using simple geographical terms. • Big wide world - Begin to notice and talk about the different places around the world, including oceans and seas. • Animals around the world - Identify common features for different groups of animals, including wild and domestic animals. • World climate - Describe how the weather, plants and animals of one place is different to another using simple geographical terms. 	<ul style="list-style-type: none"> • Outside explorers - Observe and describe living things and their habitats within the local environment. • Garden visit - Begin to name and group plants and trees according to their observable features. • Changes - Notice and begin to describe patterns of weather in summer and winter. • Remembering our experience - Make and use simple maps in their play to represent places and journeys, real and imagined. • Magnify - Begin to name and group plants and trees according to their observable features. • Raising butterflies - Explore the natural world around them and give simple descriptions, following observation, of changes. • Sunflowers - Name and describe basic features of plants and trees. • Garden hunt - With support, observe, record and talk about materials and living things. • Who's in the garden? - With support, observe, record and talk about materials and living things. • Eco gardeners - Describe some ways that plants or animals should be cared for in order for them to survive • Hidey homes - Observe and describe living things and their habitats within the local environment. 	<ul style="list-style-type: none"> • Memories - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • A year in Reception - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Growing up! - Discuss simple changes as they have grown from being a baby.

- **Where shall we go?** - Describe how the weather, plants and animals of one place is different to another using simple geographical terms.
- **Children all around the world** - Show an awareness of the similarities and differences between people in different communities and groups from around the world.
- **Beautiful buildings** - Show an awareness of the similarities and differences between people in different communities and groups from around the world.
- **Under the same sky** - Identify common features for different groups of animals, including wild and domestic animals.
- **Let's explore** - Share stories and talk about significant people who lived in the past.
- **On safari** - Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.
- **Looking after our world** - Describe how they can look after their environment.
- **Recycling** - Name and sort everyday items into groups of the same material.
- **Hydration** - Describe some ways that plants or animals should be cared for in order for them to survive.
- **Water building** - Describe, predict and sort things that float and sink and talk about the forces that they can feel.
- **Is it waterproof?** - Compare and group objects and materials according to simple given criteria.

- **What is a shadow** - Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave.
- **Let's investigate!** - Compare and group objects and materials according to simple given criteria.
- **Shadow patterns** - Make a shadow bigger or smaller using toys, play equipment and a light source.