

Understanding the world

Educational Programme – statutory guidance

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.

We will achieve this by supporting the children to-

- To show a sense of awe and wonder of the world they live in
- Explore the natural world around them and to make their own observations of it.
- Understand the changes in the natural world around them during the seasons
- Care for living things
- Observe similarities and differences using their senses
- Know that there other different environments around the globe - from lush green rainforests, to arctic spaces and be able to describe them
- Understand how to read a map.
- Talk to and about the people they meet and the jobs that they do and how they help us.
- Retell what they know about the past
- Compare 'then' and 'now'
- Show respect towards other cultures and countries
- Talk about and describe what it is like where they live.

EYFS Area of learning	Autumn	Spring	Summer
People, Culture, Communities	-Shows interest in different occupations -Explores how things work -Is continuing to develop positive attitudes about the differences between people -Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos	-Talks about members of his/her immediate family and community -Names and describes people who are familiar to him/her -Is able to draw information from a simple map -Understands that some places are special to members of his/her community -Recognises that people have different beliefs and celebrate special times in different ways -Recognises some similarities and differences between life in this country and life in other countries	-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.
Vocabulary	Jobs, differences, similarities, countries, world, land, sea, similar, different, country, world, map, religion, belief, community, celebration, family, traditions, place of worship, church, Christian		
How this is covered:	-Ask questions about objects, events and animals observed in their environment. -Considers and offers explanations of how things might work -Knows where they live e.g. Cuckfield or a town nearby	-Understands the concept of the world and that different people live in different places -Identifies similarities and differences in different environments -Develops an understanding of locational knowledge - beach, city, river, country -Develops an understanding of transport and make links – e.g. cars -road, train – tracks -Talks about the daily weather and links to the seasons	-Understands that animals live in different habitats -Know what happens within each season and how the weather changes -Know about similarities and differences in relation to places, objects, materials and living things -Knows where they live -house number, village/town -Talks about the daily weather and links to the seasons
Checkpoints	-Notice similarities and differences between people, reflecting on differences positively. -Know that they may come from a different country from other children and understand that these are different places. -Show interests in different occupations, e.g. role-playing police or doctors. -Discuss the roles of people in the community around them and their own experiences with these people, e.g. vicar, nurses/doctors. -Share their experiences of local features of our community, e.g. Cuckfield playground, Queens hall, Holy Trinity church -Knows the church is special to Christians.	-Look at maps of our school/area and discuss the features they notice. -Make their own maps. -Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Easter -Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Antarctica, there is lots of snow and ice".	ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG - 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. ELG - 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.

EYFS Area of learning	Autumn	Spring	Summer
Past and Present	-Is beginning to make sense of his/her own life-story and his/her family's history	-Comments on images of familiar situations in the past -Is able to compare and contrast characters from stories, including figures from the past	-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.
Vocabulary	Family, change, growth, baby, toddler, child, adult, past, present, change, time, timeline, future, today, tomorrow, yesterday, first, before, next, after		
How this is covered:	-Order a sequence of up to 3 events. -Know that some objects are old and new. -Understand language of today, tomorrow and yesterday. -Speak about an event which has happened in the past and discuss a future event. -Knows who they live with	-Discusses why some objects are old and new. -Compares similarities and differences between old and new objects -Beginning to talk about how objects have changed -Understands modes of transport	-Use language associated with time - today, tomorrow, yesterday, week, month, year -Understands and speak about events in past, present, future. -Orders a sequence of up to 5 events.
Checkpoints	-Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London". -Talk about people around them in good detail, describing their roles, interests or news about them. -Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" -Understand that the past is the time "before now".	-Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then". -Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.	ELG - Talk about the lives of the people around them and their roles in society. ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.

EYFS Area of learning	Autumn	Spring	Summer
The Natural World	-Uses all his/her senses in hands-on exploration of natural materials -Explores collections of materials with similar and/or different properties -Talks about what he/she sees, using a wide vocabulary -Is beginning to understand the need to respect and care for the natural environment and all living things -Talks about the differences between materials and changes he/she notices -Understands the effect of changing seasons on the natural world around him/her	-Explores the natural world around him/her -Describes what he/she can see, hear and feel whilst outside -Recognises some environments that are different to the one in which he/she lives -Understands the effect of changing seasons on the natural world around him/her -Explores and talks about different forces he/she can feel	-Understands the effect of changing seasons on the natural world around him/her -Plants seeds and cares for growing plants -Understands the key features of the life cycle of a plant and an animal -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.
Vocabulary	Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze, similar, different, country, world, earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt, weather, sun, rain, snow, fog, hail, cloud, investigate, explore, dissolve, evaporate, observe, same,		
How this is covered:	-Knows names of some fruits and vegetables -Knows parts of the body -Beginning to understand the seasons - Uses descriptive terms, such as 'fast', 'slow', 'hot' and 'cold' -Looks closely at similarities, differences, patterns and changes. -Understands the importance of washing hands, brushing teeth and eating a healthy snack. -Sorts objects into groups by size, colour -Understands the concept of the world -Talks about the daily weather and links to the seasons -Follows simple directions - backwards, forwards	-Use descriptive terms such as 'smooth', 'rough' 'boiling' and 'freezing', 'floating and sinking' -Understands light and dark -Understands ideas connected to light and dark - e.g. reflection, nocturnal animals etc -Shows interests in different animals and sound they make -Find out how things work by observations and experimentation	-Know parts of a plant (leaf, flower. stalk, root) and what is needed for a plant to grow (sun, water, soil.) - Know parts of the body and the senses -Know how to keep healthy - daily exercise, healthy diet, brushing teeth, enough sleep -Sorts a variety of objects into groups - size, colour, texture, function
Checkpoints	-Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. -Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. -Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. -Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves". -Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits. -Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. -Make simple drawings of natural objects, e.g. leaves	-Offer simple, logical explanations for what they have observed, e.g. "Maybe it melted because the weather is warmer" or "It is light so I think that helps it float". -Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. -Use modelled, topical vocabulary in discussion. -Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.	ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.