



## EYFS: Understanding the World

In planning and guiding what children learn, 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. We reflect on the Characteristics of Effective Teaching and Learning. 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.

Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive. This development requires regular and direct contact with the natural, built and virtual environments around the child and engaging children in collaborative activities which promote inquiry, problem-solving, shared decision making and scientific approaches to understanding the world. In Squirrels EYFS we will encourage every child to explore, problem solve, observe, predict, think and make decisions and talk about the world around them. Active involvement in local community life helps children to develop a sense of civic responsibility, a duty to care, a respect for diversity and the need to work for peaceful co-existence. In addition, first-hand involvement in caring for wildlife and the natural world provides children with an appreciation of ecological balance, environmental care and the need to live sustainable lives. Rich play, virtual and real world experiences support learning about our culturally, socially, technologically and ecologically diverse world and how to stay safe within it. They also cultivate shared meanings and lay the foundation for equitable understandings of our interconnectedness and interdependence.

In developing an 'understanding of the world' we believe that computing and technology are important subjects to teach in EYFS. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.

### **EYFS The Natural World Educational Programme (Statutory)**

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.



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### EYFS The Natural World (The World)

#### Range 5

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world

Talks about why things happen and how things work

Developing an understanding of growth, decay and changes over time

Shows care and concern for living things and the environment

Begin to understand the effect their behaviour can have on the environment

#### Range 6

Looks closely at similarities, differences, patterns and change in nature

Knows about similarities and differences in relation

Talks about the features of their own immediate environment and how environments might vary from one another

Makes observations of animals and plants and explains why some things occur, and talks about changes

#### Statutory ELG: The Natural World (The World)

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.

### EYFS Past and Present, People, Culture and Communities

#### Range 5

Shows interest in the lives of people who are familiar to them.

Enjoys joining in with family customs and routines.

Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

Shows interest in different occupations and ways of life indoors and outdoors.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

#### Range 6

Enjoys joining in with family customs and routines.



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Knows that other children do not always enjoy the same things, and is sensitive to this.

Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

### Statutory ELG: Past and Present

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.

### Statutory ELG: People, Culture and Communities

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.

### Technology (no ELG)

#### Range 5

- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Knows that information can be retrieved from digital devices and the internet
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet
- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age appropriate computer software
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies

#### Range 6

- Completes a simple program on electronic devices
- Uses ICT hardware to interact with age appropriate computer software
- Can use the internet with adult supervision to find and retrieve information of interest to them
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies
- Can use the internet with adult supervision to find and retrieve information of interest to them



### Subject Specific Overview (Reception):

<b>History</b>	
Autumn	Autumn 2
All About Me	
Spring	Spring 2
Buildings Around the World	
Summer 1	Summer 2
I am Growing	
<b>Geography</b>	
Autumn 1	Autumn 2
All About Me	My Local Area
Spring 1	Spring 2
Weather and Seasons	Comparing Different Environments
Summer 1	Summer 2
Dinosaurs	Seaside
<b>Religious Education</b>	
Autumn 1	Autumn 2
RE: Special Me!	Special Times 1
Spring 1	Spring 2
Special Places	Special Times 2
Summer 1	Summer 2
What makes you special?	Special Stories Jesus
<b>Computing Technology</b>	
Autumn 1	Autumn 2
Busy Bodies	Awesome Autumn
Spring 1	Spring 2



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<b>Winter Warmers</b>	<b>Spring Time</b>
Summer 1	Summer 2
<b>Summer Fun</b>	<b>Boats Ahoy!</b>

<b>Science</b>	
<b>Autumn 1</b>	<b>Autumn 2</b>
<b>All About Me-part 1, British Wild Animals Seasons- Autumn</b>	<b>Using Our Senses</b>
<b>Spring 1</b>	<b>Spring 2</b>
<b>Birdwatch, Using materials to construct Seasons- Winter</b>	<b>Finding out about water and weather Seasons- Spring</b>
<b>Summer 1</b>	<b>Summer 2</b>
<b>All About Me – part 2 Nature Detectives</b>	<b>Pirates – Floating and sinking, Healthy Choices Seasons- Summer</b>
<b>Wellsprings Assessment- Scientific Enquiry Skills</b>	
<ul style="list-style-type: none"> <li>○ Children use the senses to comment on what they have seen or experienced.</li> <li>○ Comment on similarities and differences e.g. between natural environments at school, materials, seasons or living things.</li> <li>○ Ask questions about what they have seen or experienced.</li> <li>○ With support, use simple equipment to make observations.</li> <li>○ Children to record their observations and findings.</li> <li>○ Begin to use what they have observed and experienced to answer questions.</li> </ul>	