

## Early Years Curriculum

### Understanding the World



## **What does Understanding of the World look like in Early Years at Humshaugh C of E First School?**



At Humshaugh C of E First School we want children to be able to understand and make sense of their world and people who live and work in their community. To help the children to be able to do this we give them opportunities to have first-hand experiences exploring their local environment. They learn about the changes in seasons, identifying plants and animals. This is then extended for children to begin to understand the wider world and look at similarities and differences in other environments. While exploring similarities and differences in people's lives, we encourage children to develop positive attitudes towards others. They will begin to recognise that people have different beliefs and celebrations. Children will use books, photographs and artefacts to gain an understanding of the past and how they can relate these to their own experiences. They will be taught about growing and life cycles as well as the properties of different materials. They will have the opportunity to explore how different things work and learn about different forces. All of these different aspects will help them to understand the world more, by extending their knowledge and help them to develop new and specific vocabulary.

In our 2-Year-old children provision children explore natural materials indoors and outdoors. They experience the natural environment looking at plants, mini beasts, changes in the weather and seasons. We give them time to explore and test out their ideas. They have sensory play and use small world toys as well as role play activities to understand their world more and develop their vocabulary. They will begin to notice similarities and differences between themselves and others, their family and other people's families. Sharing photographs, books and play materials that reflect diversity enables them to have positive attitudes about the differences between people. They also have opportunities through our topic work to join in with celebrating festivals from different cultures.



In Nursery, children continue to use their senses to explore the natural world and are encouraged to look closely and talk about what they can see, hear, feel and touch. They are taught to look after living things and understand the key features of plant and animal life cycles. The children look at different materials and investigate what happens in different situations. They have time to talk about their own family and what they were like when they were a baby as well as looking at other people's families talking about the similarities and differences. We look at different countries and environments using photographs and books and different props to help us to investigate, comment and ask questions. We think about the jobs different people do and even try some of them out for ourselves.

In Reception we encourage children to talk about their families and people that are familiar to them. We explore the past through stories, artefacts and pictures and compare their experiences which may be different to those in the past. The children talk about where they live and have first-hand opportunities to explore their local area. They create simple maps and compare different environments. We teach children to recognise and respect that different people have different beliefs and people's lives in different countries may have similarities and differences to their own lives. The children have regular opportunities to explore the natural world around them. They are encouraged to observe closely and describe different materials, plants and animals and will learn about the responsibility we share in taking care of them. They also gain an understanding of different weathers and seasonal features.

## Humshaugh C of E First School Curriculum-Understanding the World


Year group	Skills	Knowledge	Vocabulary	Resources/Books
<b>2 year old Nursery children</b>	<p>To be curious about the world around them.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Experience, explore and respond to different natural occurrences such as different weather and seasons, finding mini-beasts, growing and looking after plants.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Know that things change.</p> <p>Know some different types of weather. Know where to find some mini-beasts. Know that plants grow.</p> <p>Know who is in their family.</p> <p>Know that everyone is not the same.</p>	<p>rough, smooth, bumpy, shiny</p> <p>wet, dry, dirty, clean, hot, cold, hard, soft</p> <p>Sunny, cloudy, rainy, snowy, windy.</p> <p>Water, plants, flowers, trees, grow</p>	<p>Open ended play materials for inside and outside.</p> <p>Different textures for exploration Wet and dry sand, water, paint and playdough. Garden area in outdoor provision. Local walks collecting natural materials leaves, conkers, plants. Books and play materials including lots of different families. Photographs Pictures</p> <p><b>Core Books: <i>It's ok to be different</i>  , <i>What I like about me</i> (Year A)  , <i>Meg and Mog</i> (Year B), <i>Dear Zoo</i>, <i>The Hungry Caterpillar</i>, <i>The Three Little Pigs</i> (Year A) <i>Goldilocks &amp; the Three Bears</i> (Year B), <i>Good Night Moon</i> (Year A) or <i>Brown Bear</i> (Year B) + See Topic Books below</b></p>
<b>Nursery: 3-4 year olds</b>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Be able to sort and classify.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Be curious and ask questions.</p>	<p>To be aware of dangers and begin to understand that some things should not be tasted or touched.</p> <p>To be aware of different habitats &amp; things that are found there e.g. shells, pebbles – beach, Minibeasts, frogs, fish and birds – ponds etc</p> <p>Know that some things fit into a group/ category and others do not.</p> <p>Know some basic describing vocab to build on. Know that you sometimes have to use trial</p>	<p>sort same different Spiky Hard, soft Magnetic Metal, wood</p> <p>Float, sink melt Ice, water, freezes</p>	<p>Natural environments Collections of natural materials e.g .rocks, shells, leaves , seeds, pinecones Metal tools and wood in the outdoor workshop Range of materials including plastic. Paper, card, fabric, wool, string available for modelling in the indoor workshop and for collage. magnifying glasses Talking Buttons Wind -up toys, pulleys, cogs</p>











	<p>Talk about their findings and ideas.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>Investigate shadows.</p> <p>Plant seeds and care for growing plants.</p> <p>Observe plants/animals over time.</p> <p>To be able to match some animals with their babies.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show an interest in different occupations.</p>	<p>and error to find things out. Understand what the words push and pull mean.</p> <p>Know that some things float and others sink.</p> <p>Know that some materials can change state e.g melt go from a solid to a liquid.</p> <p>Know that light will shine through some materials but not others.</p> <p>Know what a plant and seed are. Know that plants need light and water to grow.</p> <p>Know the basic needs of pets/animals e.g. food, water, shelter, exercise/space, vet</p> <p>To begin to know some common animal and baby names e.g. cat/kitten, dog/puppy, sheep/lamb</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Know where they live and who is in their family.</p> <p>Know some people go to work for different reasons.</p> <p>Recognise people who help us/stranger</p>	<p>Heat/hot push/pull stick, stretch</p> <p>solid, runny</p> <p>light, dark, shadow,</p> <p>seed shoots roots, stem, leaves</p> <p>egg, caterpillar, cocoon/chrysalis, butterfly Baby, child, grown up.</p> <p>A long time ago, now</p>	<p>Magnets, elastic, wheeled toys, hoops, ropes</p> <p>Water tray, different materials.</p> <p>Making porridge, playdough, baking.</p> <p>torches/ silhouettes Boxes/fabric to make things dark</p> <p>Gardening area outside, plants, caterpillars, seeds, watering cans, compost, gardening tools e.g. spades</p> <p>Farm animals, small world</p> <p>The Hungry Caterpillar Story</p> <p>The Growing Story</p> <p>Family photos Mirrors</p> <p>Books and Video clips of different jobs, visits and visitors, e.g. police, fire fighters, librarian, doctor, nurse, dressing up and role play</p>
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	<p>Continue to develop positive attitudes about the differences between people.</p> <p>To notice that everyone is not the same and that differences make us special.</p> <p>Discuss similarities and differences between different families and communities.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>danger</p> <p>Know that people do things in different ways and have different customs and beliefs.</p> <p>Know about different cultural and religious celebrations.</p>		<p>Books and videos reflecting diversity of life</p> <p>Photos of different places and props about different countries. Role play.</p> <p>Globe, simple map poster. Stories from around the world and other cultures.</p> <p><i>Core Books: Goldilocks &amp; The Three Bears (full Ladybird version) (Year A) or Three Little Pigs (full Ladybird Version) (Year B), Super Duper You,  Elmer (Year A)  Winnie the Witch (Year B) , The Gruffalo, Owl babies, We're Going on A bear Hunt + See Topic Books below</i></p>
<b>Reception</b>	<p>Explore and demonstrate curiosity, awe and wonder about the natural world around them.</p> <p>Ask questions.</p> <p>Observe closely and describe what</p>	<p>Know how we can care for the natural world around us.</p> <p>Understand that some materials are recyclable and why this is important.</p> <p>Understand that some things float and some things sink and talk about why. Know that</p>	<p>Recycle</p> <p>Metal, plastic, paper, wood</p> <p>Float, sink, heavy, light.</p>	<p>RE- Creation</p> <p>Growing plants</p> <p>Tidy up time, Junk modelling.</p>

	they see, hear and feel whilst outside.	heavy things do not always sink and light things do not always float.		Water tray and range of resources to test
	Explore shadows	Know how shadows work and how to make them bigger/ smaller.	Shadows, light, solid	Different light sources.
	Be able to draw pictures of the natural world, including plants and animals. Talk about growth and decay	Recognise and name some familiar plants and animals	Plants, petals, stem, trunk, branches, twigs, roots, shoots grow /growth, die, death, living, life	Garden area in outdoor environment Local walks, bug hunts, observational drawings.
	Show care/concern for living things			Bug hunts, growing plants, RE- Creation
	Observe and record changes in the natural world over time.	Know why some changes occur  Know how to record in an appropriate way		Planting seeds and bulbs and observing growth, observing and recording weather and changing seasons, seasonal artwork e.g. fruit/vegetable/leaf printing in autumn, seed collages in Spring, Sand art in Summer Non-fiction texts Photographs /websites
	Understand the effect of changing seasons on the natural world around them. Talk about different types of weather- what does it look like/feel like?		Spring Summer Autumn Winter	
	Know how animals/plants grow and change over time- Know some life cycles Know what plants/animals need to grow and survive	Can talk about how animals including humans and plants grow and change over time and can describe or use pictures to depict these sequences.  Know why some changes occur Know how to record in an appropriate way Can say what plants/animals need to grow	Life cycle, grow, change, egg, caterpillar, cocoon/chrysalis, butterfly Frogspawn, tadpole, frog, baby, toddler, child, teenager, adult Water, sunlight, the	

	<p>Recognise some environments that are different to the one in which they live.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them, including people in the community e.g. doctors, fire fighters,</p> <p>Comment on images of familiar situations in the past. e.g. washing</p> <p>Talk about how they may have differed in the past.</p> <p>Compare and contrast characters from stories, including figures from the past. Fictional and non-fictional characters and from a range of cultures and times.</p>	<p>and survive</p> <p>Know about similarities and differences in relation to: Places - Different animals live-habitats Different places that people live. Natural and man-made environments.</p> <p>Children begin to understand a basic chronology- that things happened before they were born.</p>	<p>right temperature (amount of heat)</p> <p>Same/different, Natural, man-made, habitat, environment, country, climate, world, wood, forest, the Arctic, tropical, jungle, rainforest, hot cold, frozen,</p> <p>Doctors, nurses, teachers, farmers, librarians, police officers, fire fighters, paramedics etc.</p> <p>In the past, in the present, now, then, a long time ago, nowadays, old fashioned, modern</p>	<p>Videos, books and photos about different environments: The Arctic, Winter in the UK. Woodland in the UK and Tropical Jungle and Under the Sea (see Topics).</p> <p>Family photos, Self-portraits and drawing their own families, simple family trees, Books about lots of different families e.g. 'It's Ok to be different' 'The Big Book of Families.' 'Mom, Momma and Me'</p> <p>Visits and visitors, books, photos, videos, role play.</p> <p>Pictures stories, artefacts about and from the past.</p> <p>The Story of Florence Nightingale, Grace Darling. The Secret Garden. RE: religious stories</p>
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	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Join in with celebrations.</p> <p>Be able to describe special events.</p> <p>Draw information from a simple map. Create their own simple map of a journey e.g. We're Going on a Bear hunt</p> <p>Become familiar with their local area.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Name and explain the purposes of places of worship and places of local importance to the community. Know what happens at familiar celebrations</p> <p>Create simple maps using appropriate symbols, pictures, photographs.</p>	<p>Church, Christian, Mosque, Muslim, Hindu Temple (Mandir) Synagogue, Jewish. Baptism, Christmas, Easter Aqiqah, Raksha Bandhan, Divali, Chinese New Year. Worship, God.</p> <p>Celebrate, festival</p> <p>Map, globe, atlas, road, river, sea, lake, hill, wood, forest, road, path, passport, key</p>	<p><b>See RE Topics: Being Special Where do we Belong? Which Places Are Special and why? Which Stories Are Special and Why?</b> Visits to church and another place of worship e.g. Hindu Temple. Photos and video clips of different celebrations. Role playing different religious ceremonies e.g. Raksha Bandhan, Baptism, Aqiqah ceremony. Read religious stories The Nativity Story, The Story of Rama &amp; Sita, The Great Race (Chinese New Year).</p> <p>Sing songs and learn dances from different countries and celebrations. Explore artefacts and taste foods from other countries and cultures.</p> <p>Story maps e.g. We're Going on a Bear Hunt, Pirate maps, colour maps of UK, fill in passports, mark journey around the world on a global map.</p> <p>Local walks, explore local area on Google Earth, aerial views, following and making maps of the school, making maps of our village.</p> <p><b>Core Books:</b> <i>The Naughty Bus</i>, <i>Jasper's Beanstalk (Year A)</i> or <i>Room on the Broom (Year B)</i>, <i>Red: a Crayon's Story</i>,  <i>The Great Big Book of Families</i>, <i>The Nativity Story: Long Ago in Bethlehem (Year A)</i> or</p>
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## Understanding the World ELGs

### Past and Present ELG

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;

## **People Culture and Communities ELG**

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.

## **The Natural World ELG**

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.