



## *EYFS Curriculum*

# *Understanding the World*

*Look out for the ...*

*little geographers, little historians and little scientists*

*in the Early Years at ROOD END*

**EYFS Educational Programme s** must involve activities and experiences for children, as set out under each of the areas of learning

### *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.*

### **Environment & Play**

The environment is planned so that children have exciting things to talk about and to encourage them to use words 'in a meaningful way' for a wide range of purposes across the whole day. There is an emphasis on 'first hand' experiences so that children use their senses and new words in context. Outdoor learning for us happens each day with forest school each week!

Look at the opportunities for us to understand our world as you walk around our setting.

### **At Rood End we:**

Help children to understand the world around them through a 'text led' approach to the curriculum. Our books are resourced enabling children to 'feel', 'see' and learn meaningful information about the world they live in. We read daily and our texts are planned to ensure that knowledge, understanding and skills are developed and embedded ready for the next stage of learning

We do not 'do' topics, we play, explore and fill gaps in knowledge, we follow children's interests and we link ideas helping children make connections.

We believe that the world should come to us everyday !

### **Vocabulary Development**

We know how important it is for children to use, understand and expand their spoken vocabulary. Each EYFS classroom has a dedicated time on the timetable to activate and introduce words that link to the world around us. We have a 'Talk' table/display to show the words, and linked objects, that we are focusing on. This is our conversation station that is linked to the 'text' of the week. All stories that are read to children have a planned approach to teaching words using the word aware strategies.

Different words can be used as children play and explore different areas of the environment. These areas are planned to develop vocabulary across all areas of learning.

Checkpoint	Specific Area – UNDERSTANDING THE WORLD			
	GEOGRAPHY	SCIENCE	HISTORY	RE
Nursery (3-4 years)	<ul style="list-style-type: none"> <li>Know and recognise that there are different places – farm, beach, seaside, town, forest</li> <li>Uses some words that link to features of different places - farm vocab/beach vocab / town vocab / park vocab</li> <li>Can talk simply about weather visual (pictures or real time)</li> <li>Explore and talk about natural things going on around them e.g. notice the weather.</li> <li>Talks about where they live – house/ road</li> <li>Can talk about own home – linking to name of place (shops, oldbury, smethwick)</li> <li>Talk about what they see, using growing vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Talk about the differences between materials and changes they notice – it is windy, the paper is moving, the bubbles are floating, the rain is making a puddle, the chocolate is melting, the ice is turning to water,</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Plant seeds and care for growing plants</li> <li>Explore how things work – magnets, torches, lights, remote control toys – floating /sinking</li> <li>Explore collections of materials and sort into groups ( similarities /differences)</li> <li>Explore and talk about different forces they can feel – pushing/ pulling</li> <li>Understand simple features of the life cycle of a plant (cress, sunflower, nasturtium seeds and an animal (chick)</li> <li>Learn the names of farm animals/ pets and smaller creatures</li> <li>Talk about what they see, using vocabulary (simple nouns and adjectives)</li> </ul>	<ul style="list-style-type: none"> <li>Can use pictures/ photographs to talk about time (yesterday/ before/ a long time ago / when I started nursery)</li> <li>Talk about some things that are done at different parts of the day – bedtime/ night time and/or breakfast/morning</li> <li>Talks about own age and how old they will be next</li> <li>Recognises that they were once a baby, now they are a child and that they will grow into an adult.</li> <li>Show interest in different occupations.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their family and people who are important to them.</li> <li>Develop positive attitudes about the differences between people.</li> <li>Begin to understand the need to care for the natural environment and all living things.</li> <li>Joins in with different celebrations and special occasions</li> </ul>
Vocabulary Nursery	Place – school, home, shop, map, street, road, forest, Direction/position – in, on, under, turn, forwards, backwards, bridge, Sea, water, pond, seaside, zoo, farm, park, Weather – rain, sun, warm, cold, snow, People – police, doctor, nurse, fireman,	Farm animal names – sheep, duck, horse, cow, Familiar pet names – cat, dog, rabbit Familiar minibeast names – spider, bee, fly roll, push, pull, up, down , fall, mix, water, mud, ice, leaf, tree, flower,	Days of the week, today, a long time ago, Grow, change, baby, nan, mom, grandma, brother, sister – family People – police, doctor, nurse, fireman, teacher, cook, builder	Church, temple, Celebration, special, Family Birthday Diwali, Eid, Easter, Christmas
Resources Continuous	Globe / children's atlas Small world play – floor mats / road track/ Small world play – figures/ animals Blocks for building different places/ city Photobook – to support vocabulary – familiar/ local pictures / places / shops Multicultural resources in role play Non- fiction books to support – farm, seaside, city, station, Weather – chimes/ windmills / rain catcher /chart	Cars/ trains/ animals – small Large bikes, wheeled toys - outdoors Balls, drainpipes Hill to travel Planks - ramps Nature kitchen – different herbs / water Outdoor Planting area – Indoor plants Different materials to touch in the provision Magnetic toys / Light up toys / balancing blocks Bubbles, water tray/ play dough/ jelly / sand moulds Snack bar – fruits	Dinosaurs Photobooks – baby photo, family photo, nursery experiences Dressing up clothes Birthday board Picture timetables/routines of nursery day	People from all cultures – figures/ toys/ dolls/ puppets Dressing up, jewellery Foods in home area Family photos displayed / visible (book) family Music / books /

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Autumn Reception Emerging	<ul style="list-style-type: none"> <li>Describe their immediate environment ( road, buildings, grass, tree, playground, shed) using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>Interested in finding out how things work.</li> <li>Use all their senses to explore natural materials – soil, leaves, twigs, bark, shells, cones</li> <li>Explore the natural world around them and make comments talking about what they see – plants, garden, insects, weather, school environment</li> <li>Name and talk about the features of different animals from around the world – recognising what is the same and what is different.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about/ comment on things that they needed when they were a baby ( in the past)</li> </ul>	<ul style="list-style-type: none"> <li>Name and talk about their family and people who are important to them – saying why – include community figures.</li> <li>Begin to recognise that people have different beliefs and celebrate special times in different ways <ul style="list-style-type: none"> <li>can talk about a special celebration (Diwali/ Eid/ Easter)</li> </ul> </li> </ul>
Spring Reception Developing	<ul style="list-style-type: none"> <li>Describe what they see (environmental features) , hear (weather/traffic/ wildlife) and feel (weather)whilst outside</li> <li>Draw information from a simple map.</li> <li>Draw information on a simple map – linked to school, linked to a story (pretend play), linked to a familiar journey</li> <li>Recognise that some environments (areas around us) are different to the one in which they live. Say what is different &amp; what is similar (farm/beach/town/park)</li> </ul>	<ul style="list-style-type: none"> <li>Name 4 seasons and talk about the weather typically associated (climate). Talk about what is changing – cold days, icy weather, snow, dark days, buds showing, blossom growing, warm days</li> <li>Describe what they see (natural living), hear (sounds around) smell and feel (weather) whilst outside.</li> <li>Explore and talk about natural things going on around them, for example: notice the weather, observe that plants are growing and name mini-beasts.</li> <li>Understand some materials change: <ul style="list-style-type: none"> <li>melting, freezing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through a familiar timeline: yesterday, last week, when I was a baby and be able to talk simply about these.</li> <li>Talk about characters from stories, <ul style="list-style-type: none"> <li>Who is brave?</li> <li>Who is lonely?</li> <li>Who is trying to help? kind</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> </ul>

<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they can see in photos – use own knowledge from personal experiences</li> <li>• Talk about the lives of the people around them and their roles in society; policeman/ fireman / teacher/ cashier /doctor/ builder/</li> <li>• Recognise some similarities and differences between life in this country and life in other countries using photographs/videos/ story settings/ maps</li> <li>• Talk about what they see, using a wide growing vocabulary – link to the books that we have read</li> </ul>	<ul style="list-style-type: none"> <li>• Name 4 seasons and the weather typically associated (climate). Talk about what is changing – leaves falling, blossom growing, warm days</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants that can be seen – squirrel, bird, bee, butterfly, worm, ant</li> <li>• Understand simple features of the life cycle of a plant (peas/beans/lettuce) and an animal (chick/butterfly &amp; frog) .</li> <li>• Know that vegetables are grown from seed – take part in growing and harvesting – potatoes/ peas/ lettuce</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read/explored in class;</li> <li>• Understand the past through settings, characters and events encountered in books and storytelling</li> <li>• Pirate stories</li> <li>• Knights &amp; castles &amp; Royal Family</li> <li>• Compare and contrast characters from stories, including figures from the past – pirates, dinosaurs</li> <li>• Significant People</li> <li>• Pele – footballer</li> <li>• Religious - Jesus – Nativity &amp; Easter stories</li> <li>• Explore the meaning of a poppy – remembrance</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways <ul style="list-style-type: none"> <li>○ can talk about a special celebration (Diwali/ Eid/ Easter)</li> </ul> </li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences in school and home and what has been read/talked about in class;</li> </ul>
<p><b>Vocabulary Reception</b></p>	<p>Forest, woods, tree, twig, bark, branch Kerb, pavement, path, garage Next to, in between, above, in front, behind, Clockwise – anti-clockwise Pond, waves, mountain, river, ocean, hill, Weather – fog, sleet, hail, ice, drizzle, Seasons and seasonal change - winter, spring, summer, autumn People – vet, shop assistant, Places – north pole, south pole, smethwick</p>	<p>Extended parts of the body names – eyebrow, wrist, ankle, hip, palm Extended farm animal names – hen, chicken, goose, Extended pet names – hamster, guinea pig, Extended mini-beast – slug, wasp, beetle, ant Features of animals – whisker, paw, snout, hooves, tallons, fur, feathers, wing,  Clothing for weather – waterproof, warmth – seasonal changes Soil, seed, root, stem, petal, vegetable</p>	<p>Yesterday, week, month, calendar, tomorrow, morning, afternoon, evening, night. Old, New, Timeline</p>	<p>Church, temple, Bible, Quran, Guru Granth Sahib Celebrate, gift, light, Wedding Christening Clothing / /dress / jewellery / mendhi,</p>
<p><b>Resources Continuous</b></p>	<p>Globe / children's atlas Stories with different settings to explore Small world play – road track Small world play – figures/ animals Blocks for building different places/ city Photobook – to support vocabulary – familiar/ local pictures / places / shops Multicultural resources in role play Non- fiction books to support – settings - farm, seaside, city, station, Weather – chimes/ windmills / rain catcher /chart</p>	<p>Cars/ trains/ animals – small Large bikes, wheeled toys - outdoors Balls, drainpipes, marble run Hill to travel Sand play Water play Nature kitchen – different herbs / water hose Outdoor Planting area – Indoor plants Different materials to touch in the provision Magnetic toys / Light up toys Bubbles, water tray/ play dough/ jelly / sand moulds Make own play dough – play dough tools (changes) Minibeast catchers/ minibeast house – magnifiers – books Snack bar – fruits Materials – natural – shells, stones, pebbles, cones, twigs, bark, logs, stone, fossil, conkers, acorns</p>	<p>Dinosaurs / pirates / castle play Photobooks – baby photo, family photo  Dressing up clothes Birthday board Picture timetables/routines of day Calendar Old resources – phone / scales / record player</p>	<p>People from all cultures – figures/ toys/ dolls/ puppets Dressing up, jewellery Foods in home area Family photos displayed / visible (book) family Music / books / Artefacts from different faiths – symbols – photographs sent in from family celebrations</p>

*This is what learning looks like in the early years at Rood End Primary:*

*Stories open our eyes to different places, people and animals. We can represent our ideas with different materials to engage our senses. We feel many different textures & materials.*

*We show an interest in the world around us and are inquisitive and ask questions in the moment.*

*Feeling the weather, dressing for weather and exploring real objects helps us understand changing seasons.*

*Gardening & looking after plants helps us see changes.*

*Pretend play and props helps us learn about different people in the world and the jobs they do.*

Playing with toy animals and learning about their homes helps us talk about different places.

Look at us playing outdoors in all weathers and building shelters.

Small world play introduces language from stories long ago... look at us wearing costumes too!

Representing festivals and celebrations through art: Diwali & christmas can be seen here.