

Knowledge of the World -Geography focused

	Knowledge of the World
<p>Preschool (3-4 yr olds) <i>*We use a mix of adult led and 'in the moment' planning to ensure children access this curriculum</i></p> <p>Enquiry: I wonder what it is like to be a (fire fighter)? I wonder if people all the same? I wonder what lives in cold/hot places? What is the weather like today?</p>	<p>Children:</p> <ul style="list-style-type: none"> • Recognise and name features in their environment e.g. road, school, field, school hall, class 1, Make it Room, mud kitchen, Forest School, playground. • Are able to explore and learn about the different jobs that people in their community do e.g. cleaner, chef, vet, doctor, firefighter and farm worker (visitors to school to share their job) • Begin to learn specific vocabulary related to different jobs e.g. fire hose and uniform, aprons and gloves, tractor, engine, wheels, lights, • Develop an understanding of difference and diversity, challenging stereotypes through learning about different occupations e.g. firefighters are male and female from different nationalities and backgrounds; a farmer doesn't always wear a tweed flat cap and you have women farmers • Know that there are different places (countries) in the world and that these are different in terms of people and nature e.g. exploring the lives of the Eskimo people, who live in the Arctic region and subarctic regions (Greenland, Siberia and Canada) and learning about the animals that live in these cold places (Polar Bears, Arctic foxes...); and or exploring the different people (rural and urban) and animals in Africa (Giraffe, elephant, zebra, lion...)Texts: We all Went on Safari, Handa's Surprise, Arctic Animals by Jill MacDonald • Learn about the different animals in different countries (polar bears, arctic foxes, giraffes, elephants) and are able to talk about these (using simple picture globes/atlases and books) • Know about different plants/animals in a local place (Chase End Hill) e.g. bluebells, moss, rocks, brambles, stinging nettles, gorse, butterflies, bees, White Park cattle, rabbits • Children recognise and talk about the changes in the weather e.g. knowing it is raining today, but that it was sunny yesterday. They know that it is important to dress for the weather to keep ourselves healthy and well. *Throughout the year
<p>Reception (4-5 yr olds) <i>*We use a mix of adult led and 'in the moment' planning to ensure children access this curriculum</i></p>	<p>Children:</p> <ul style="list-style-type: none"> • Are able to talk about different occupations and people they know in their community. They use specific vocabulary in regards to this e.g. What does a nurse do?: injection, vaccination, medicine, healthy, hospital; and what does a farm worker do?: tractor, satellite navigation, fields, crops, fertiliser, sheep, cows.

Enquiry:

I wonder what it is like to be a
(nurse)?

What is it like where I live?

I wonder what lives in the Arctic/Africa?

How do I know it's

Spring/Summer/Autumn/Winter?

- Are able to learn about their local environment (Bromesberrow) making maps/observational drawings of the key places around the school site **e.g. Forest School, school hall, classes, playground, field**
- Know the address of the school **e.g. Albright Lane in Bromesberrow**
- Can identify and recognise landmarks from their environment **e.g. Bromesberrow St. Mary's Church, the School House, Forest School, playground and school field, oak tree, trim trail.**
- Develop their vocabulary to describe place **e.g. church: spire, weather vane, stained glass, grave yard, grave stones; Trim trail: wooden, high, monkey bars, climb, ropes**
- Children are able to draw their own maps of animals within different places, using books and picture atlases to support them in this **e.g. drawing the Arctic and adding in arctic foxes, polar bears, Narwhals and Beluga Whales and/or Africa with lions, elephants, giraffes**
- Are able to draw maps of places locally **e.g. visiting Chase End Hill and adding landmarks to a map (May Hill, Eastnor castle, Bromesberrow Place)**
- **Know that there are different seasons and that changes happen e.g. the leaves change colour and begin to fall from the trees in Autumn and the days get shorter in Winter. *This should be achieved through year round observation**

Vocabulary

Preschool: road, school, playground, Forest School, mud kitchen, map, church, people (*nurse, firefighter, farmer, cleaner) Inuit/Eskimo, igloo, cold, Polar bear, Arctic fox, Narwhal, Reindeer, Africa, giraffe, elephant, zebra, lion, , castle, hill, field, rabbits, butterflies, bees, cows, nettles, bluebell.

Reception:

Similar: the same as

Different: different to

Place: what is it like here?

Nurse: injection, medicine, healthy, bandage, hospital; Farm worker: tractor, satellite navigation, plough, farm, field, crops, fertiliser, sheep, cows map, church, spire, weather vane, stained glass, graveyard, gravestone, Inuit/Eskimo, fishing, igloo, furs cold, Polar bear, Arctic fox, Arctic Woolly Bear Moth, Arctic Hare, Beluga Whale, Narwhal, Reindeer, Snowy Owl, Africa, tribe, giraffe, elephant, zebra, lion, hippopotamus, rhinoceros, Chase End Hill, Eastnor Castle, Obelisk, Midsummer Hill, rabbits, grass snakes, butterflies (Brimstone, peacock, meadow brown, cabbage white) grass snakes, bees (bumble and honey), mayflies, bracken, brambles, stinging nettles, bluebells, moss

Knowledge of the World –History focused

<p><u>Autumn term One</u></p> <p>Focus: Now and Then (Toys and Transport) Change and evolution, belief and culture</p> <p>Questions: How have our toys changed? <i>Change and continuity, and similarity and difference</i> How can we tell if something is from the past? <i>Sources and evidence</i> How has transport changed? <i>Change and continuity, and similarity and difference</i> Who made these changes happen? <i>Historically significant people and events, and historical interpretations</i></p>	
	<p>Knowledge of the World</p>
<p>Preschool (3-4 yr olds)</p>	<p>Children: Begin to make sense of their own life-story and family's history. Are able to share and learn from the life story of other families Begin to understand the concept of past and present e.g. noticing that trains from the past are different to the trains of today Explore and describe artefacts from the past, using taught and known descriptive vocabulary e.g. using taught vocabulary to describe old teddies Use developing taught vocabulary to describe objects from the past and present Learn about the past from different experiences e.g. books, hands on visits (Perrygrove Railway), from visitors, artefacts, videos and internet resources (Merrythought Factory) Connect with the past in their local area Connect with the past through stories and non-fiction texts e.g. Lost in the Toy Museum, Dogger, Old Bear and Nothing</p>
<p>Reception (4-5 yr olds)</p>	<p>Children:</p>

	<p>Are able to understand chronology in relation to a life timeline and they can demonstrate this understanding by creating their own timelines e.g. timelines of families and of transport</p> <p>Understand the chronology of yesterday, today and tomorrow</p> <p>Begin to gain an understanding of time words beyond this e.g. weeks, months and years</p> <p>Use clues from the past e.g. when looking at artefacts and photographs to explain why something is from the past, they didn't have plastic in the past or we don't have planes like that now.</p> <p>Use developing taught vocabulary and from their own experiences to describe objects from the past and present e.g. it is an old bear as it is ragged and has a bald patch near his eye.</p> <p>Learn about the past from different experiences e.g. books, hands on visits (Perrygrove Railway), from visitors, artefacts, videos and internet resources (Merrythought Factory)</p> <p>Connect with the past in their local area and be able to recognise things from the past e.g. The Viaduct was built before my gran was born. It carries the train across, like a bridge.</p> <p>Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations e.g. Lost in the Toy Museum, Dogger, Old Bear and Nothing.</p>
<p><u>Vocabulary</u></p> <p>Preschool: Now, then, old, new, past, present, older, younger, mother, father, grandmother, grandfather, brother, sister (and other) different, same, history, time, toy, special, teddy descriptive language: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean; toy use verbs: push, pull, cuddle, play, toy materials: wood, metal, paper, train, car, plane,</p> <p>Reception: Now, change, then, old, new, past, present, older, younger, mother, father, grandmother, grandfather, brother, sister (and other) different, same, history, time, timeline, teddy descriptive language: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean, shiny, smooth, fuzzy, velvety, hard, silky; toy use verbs: push, pull, cuddle, play, twist, spin, slide, wood, metal, paper, clay, plastic and rubber, train, car, plane, viaduct, inventor, steam engine, coupler, railway tracks, change</p>	

Knowledge of the World –Science focused

Working Scientifically in the Early Years

- I question why things happen **e.g. how tadpoles change into frogs (spring term practical re-visitation) or why owls leave pellets?**
- I begin to use science words **e.g. the sea creatures all belong in this group and the birds in this one.**
- I can talk about things like plants, animals, natural and found objects **e.g. why do narwhals have horns and blue whales don't?**

- I can create simple representations of people and objects **e.g. children draw an observational drawing of the human eye**
- I have my own ideas **e.g. what might happen if I mix this mud in the water? Will the water turn brown? Will the mud sink to the bottom?**
- I test my ideas **e.g. I wonder what will happen if I push this car down the ramp harder than last time?**
- I notice similarities and differences **e.g. this leaf is rougher compared to this leaf (which is soft and a little bit furry)**
- I can use my senses and look closely **e.g. I can hear that when I hit this pan it sounds deeper than the other one.**
- I use equipment and tools carefully.

Autumn Term

Focus: Marvellous Materials!

Matter

Questions:

Q: What material is it made from? *Questioning, Predicting, Observing, Testing and Investigating, Recording, Communicating*

Q: How can I compare everyday materials? *Questioning, Observing, Testing and Investigating, Recording, Classifying, Communicating*

Q: What can I use this material for? *Questioning, Predicting, Observing, Testing and Investigating, Recording, Communicating*

	Knowledge of the World
Preschool (3-4 yr olds)	<p>Children:</p> <ul style="list-style-type: none"> • Children need to use their senses in hands-on exploration of natural materials e.g. when looking at leaves use senses to describe how they look, feel, sound and smell e.g. the leaf feels bumpy on the back, but smoother on the front. • Children are able to explore different materials with similar/different properties to compare e.g. looking at fabric materials and deciding which would be best to use for a waterproof den and investigating different bark patterns on trees

Reception (4-5 yr olds)

- Children are able to talk about the things they explore, building new vocabulary with the adults around them e.g. **this isn't just a stick; it is a bendy and rough stick.**

Children:

Materials and their properties:

- Children explore the world around them using their senses at a deeper level of play (demonstrating their prior knowledge and experiences of materials) e.g:
 - When wanting to build a stage they decide not to use the foam blocks but use the crates and wooden blocks instead. They explain that the foam blocks are too squishy and soft and will not hold their weight. They choose the crate and wooden blocks because they are stronger and do not bend.
 - When exploring best material to use to make a 'boat that floats', they decide that paper will become 'soggy', soak up the water and sink. They discard cardboard for the same reason, although they did suggest that it would take longer to become soggy and sink. They decide to use 'plastic' as they felt this would float and not soak water up. They choose to use small Lego. They notice that sometimes their Lego models will float and other times they will sink.
- Children use their vocabulary taught and acquired to explain their choices and reasoning whilst investigating **e.g. when describing the effect of water on paper using words like soggy, change, soaked, sink.**
- Children learn more about materials and recognise that different materials can be used for different things **e.g. wool is good for soaking up a water spillage and is warm to wear.**

Changing Materials

- Children know that materials change, when 'something happens' e.g. they recognise that water can be changed by freezing it to make ice cubes and that these ice cubes can melt back to

water; and that chocolate left in the sun will melt. They know that 'heat' and 'cold' make the change happen.

- Children use an increasing range of vocabulary to explain changes from their observation **e.g. when the sun heats up the chocolate it melts. It becomes all sticky and runny, not hard like chocolate usually is. If you put it in a fridge chocolate becomes really hard, so hard that I cannot bite it.**

Investigations to inspire scientific questioning and enquiry:

Which Materials make the Best Boats? <https://www.science-sparks.com/materials-make-best-boat/>

Lollipop Pirate Ships <https://www.science-sparks.com/materials-make-best-boat/>

Pirate Density Jar <https://www.science-sparks.com/density-experiment-pirate-themed/>

Pirate Magnets <https://www.science-sparks.com/pirate-magnet-sensory-bottle/>

Make a Bridge for a Gingerbread Man <https://www.science-sparks.com/a-bridge-for-the-gingerbread-man/>

Float or sink- using clear tank and vitamin tablets, food colouring, rice, oil and sugar

Vocabulary

Preschool: smooth, bumpy, nature, material, wood, stone, hard, soft

Reception: smooth, bumpy, nature, material, soggy, change, warm, hot, cold, soak, sink, float, freeze, melt, hard, soft, wood, stone, strong, rough

Spring Term

Amazing animals!

Life on Earth

Focus:

Questions:

Q: Am I a mammal, amphibian, reptile, bird or fish? *Questioning, Observing, Recording, Communicating*

Q: How do scientists group animals? *Classifying, Observing, Recording, Communicating*

Q: How do my senses work? *Questioning, Observing, Recording, Communicating*

Knowledge of the World

Preschool (3-4 yr olds)

Children:

Learn about animal life cycles, noticing and being curious about the changes **e.g. they share the story of the Ugly Duckling and recognise the journey egg-signet-swan. This learning can be practically revisited in the Spring by watching caterpillars hatch, grow, change into chrysalises and then hatch out into butterflies or chicks hatch from eggs, grow into chicks and then adult hens/cockerels.**

Sort objects and living things, beginning to understand that things can be sorted into groups depending on different characteristics **e.g. they sort the marbles by their colours or size**

Use developing taught vocabulary to explain their sorting choices **e.g. the earthworm is ridged and bumpy and the ladybird is smooth and shiny.**

Learn about living things through hands on experiences and careful observations noticing similarities and differences in characteristics **e.g. the slug leaves a slimy trail and so does the snail**

Are able to talk about their body parts beginning to recognise what these are for **e.g. my legs are for walking and running, and my hands help me to cut, stick and make things.**

Reception (4-5 yr olds)

Children:

Use their senses to explore the natural world at a deeper level of play e.g:

- They listen to the different bird calls of the blackbird and pheasants. They imitate these and can identify the birds from this.
- They discover that we have quite a few different beetles and bugs around. They decide to make them some homes after listening to the story 'Bug Homes' by Clover Robin. They use the story to decide that the beetles will need sticks, canes and straw. They collect some sticks. The following day 2 children bring in straw from home. They work together to create some homes.
- Children collect a worm in a bug pot. They look closely through the magnifier top. They notice the 'saddle' and the ridges on the worm. They decide to draw their own worms including these features.
- They sort and categorise animals based on their similarities and differences e.g. these are all cats so they go together and these are the dogs so they go together

	<ul style="list-style-type: none"> - Children learn to identify, name and describe some of the animals they encounter regularly in their environment. They use taught vocabulary to support them in these descriptions. - Children learn about their bodies and how these work e.g. my eyes let me see things, my teeth need cleaning and my hands need to be washed to keep germs at bay <p>Investigations to inspire scientific questioning and enquiry: How to Keep Teeth Healthy investigation https://www.science-sparks.com/how-to-keep-teeth-healthy/ Wash your Hands- glitter germs! https://www.science-sparks.com/germs-and-worms/ Giant Bubbles in the Garden- https://www.science-sparks.com/making-giant-bubbles/</p>
<p><u>Vocabulary</u> Preschool: Animal, person, body, face, leg, arm, teeth, mouth, eyes, hair, ears, hands, fingers, feet, toes, lips, nose, arms, tongue, bird, fish, feathers, claws, beak, tail, fur, group, sort Reception: Animal, human, body, face leg, arm, teeth, mouth, eyes, hair, ears, hands, fingers, feet, toes, lips, nose, arms, eyebrows, stomach, eyelashes, finger and toe nails, tongue, taste, smell, touch, see, hear, bird, fish, feathers, claws, beak, tail, fur, tusks, horns, scales, fins, group, sort, water, land, sky, healthy, sound</p>	
<p><u>Summer Term</u> <u>Focus: Plants</u> Life on Earth Questions: Q: What trees and plants grow in our school grounds? <i>Questioning, Observing, Testing and Investigating, Recording, Communicating</i> Q: What are the different parts of trees and plants called? <i>Observing, Recording, Communicating</i> Q: How do the trees and plants change throughout the year? <i>Questioning, Predicting, Observing, Testing and Investigating, Recording</i></p>	
<p>Preschool (3-4 yr olds)</p>	<p>Knowledge of the World Children:</p> <ul style="list-style-type: none"> • Children know that a seed needs soil, water and sunlight to grow e.g. they notice that a plant left in a pot with no water will wilt and die or that plants that are overwatered will rot. • Children are actively involved in the process of ‘growing’. They sow seeds, noticing changes as they grow and then produce new seeds, to when they decay (and can be used in the

Reception (4-5 yr olds)

composting process) e.g. they plant carrot seeds, look after these. They harvest the root and taste this. One of the plants they leave to 'go to seed'. They collect the seeds from this and take these home to grow their own next year.

- Children know that living things need care e.g. that a seedling will need to be protected (not trodden on) in order for it to survive to grow into an adult tree.

Children:

Use their senses to explore the natural world at a deeper level of play e.g:

- They find some seeds left over from the ash tree (ash keys) and decide to plant these. They dig a hole, water the seeds and then cover them over carefully with soil. They then make a sign to alert everyone that a seed is growing. Thoughts then turn to how to keep the birds away...
- They notice that under our oak tree a small seedling is growing. They wonder how this happened. The adult shares 'the life cycle of a tree book'. Together the child and adult use the illustrations to predict what stage the seedling will be at next. Other children join in and decide they need to protect the seedling from animals/children. They find some sticks and string to create a guard.
- Children learn to identify, name and describe some of the plants they encounter regularly in their environment and notice how these have changed throughout the year.
- They notice that the rain gauge has filled up more because it has rained heavily
- They see the changes to the environment depending on the season, noticing that in Autumn the leaves change colour and begin to fall from the trees.

Growing a Beanstalk for Jack- <https://www.science-sparks.com/jack-and-the-beanstalk-beans/>

Be a plant detective! Explore plants outside. Are they big, small? Spiky or soft? Where do plants grow? Do they all need soil?

How do Plants Grow? Investigating what plants need to grow.

Parts of a Tree- explore what parts a tree has e.g. branches, trunk, bark, leaves, sap, roots, twigs and sticks.

Vocabulary

Preschool: grow, plant, water, sun, care, see, seed, leaf, flower, stem/stalk

Reception: grow, plant, water, sun, care, notice, change, seed, seedling, sapling adult, leaf, petal, stem