

UNDERSTANDING THE WORLD

Early Years Framework

AUTUMN 1

- Comment on images of familiar situations in the past *e.g. images of transport and exploring old and new toys.* (History)

1

AUTUMN 2

- Talk about members of their immediate family and community *e.g. share and talk about family images.* (History, Geography, Worship, PSHE)
- Explore the natural world around them *e.g. chance to explore through play.* (Geography, Forest School, PE, History, PSHE, Worship, Science)
- Describe what they see, hear and feel whilst outside. (Science, Geography, Forest School)

2

SPRING 1

- Name and describe people who are familiar to them *e.g. role play area - shopkeepers.* (PSHE, History)
- Draw information from a simple map *e.g. look at aerial view of the school.* (Geography)
- Recognise some environments that are different from the one in which they live. (Geography, Worship)

3

SPRING 2

- Understand that some places are special to members of their community. *e.g. seeing and learning about different places of worship.* (RE, PSHE, Geography, History, Worship)
- Recognise some similarities and differences between life in this country and life in other countries. *e.g. natural and man made.* (Geography, History, PSHE)
 - Explore the natural world around them *e.g. sing songs about the natural world.* (Geography, Science, Forest School)
 - Describe what they see, hear and feel whilst outside. *e.g. plants and animals.* (Geography, Science, Forest School)

4

SUMMER 1

- Compare and contrast characters from stories, including figures from the past *e.g. during story time select a range of books, through song and poetry.* (Worship, English, Guided Reading, PSHE)
- Understand the effect of changing seasons on the natural world around them *e.g. observe how animals behave differently.* (Science, Geography, Forest School)

5

SUMMER 2

- Recognise that people have different beliefs and celebrate special times in different ways *e.g. seeing and learning about different religious practice.* (RE, PSHE, Worship).
- Explore the natural world around them *e.g. draw pictures of what is around them.* (Geography, Science, Forest School)
- Describe what they see, hear and feel whilst outside. *e.g. caring for the outside world* (Science, Geography, Forest School)

6

UNDERSTANDING THE WORLD END POINT *Early Years Framework*

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.

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.

ELG: The Natural 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.