



EYFS

Understanding the World

Year B

‘Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.’
Deuteronomy 32:7

‘Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.’ Genesis 1

“It is the glory of God to conceal things, but the glory of kings is to search things out.”— Proverbs 25:2

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10

Autumn 1 - Who am I and where am I from?

EYFS	Key Knowledge	Key Vocabulary
<p>Pupils should be taught</p> <p><u>Understanding the World</u> 3-4 years – Begin to make sense of their own life-story and family’s history. Continue developing positive attitudes about the differences between people.</p> <p>Reception – Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live.</p> <p>People, Culture and Communities ELG – Describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps.</p> <p>Past and Present ELG - Talk about the lives of the people around them and their roles in society.</p>	<p>Know.....</p> <ul style="list-style-type: none"> • I am a part of a family, with a family history. • I have a family name. • There are people who are familiar to me and I can describe them. • I have an address that is special to me. • There are different types of houses and homes. • Some environments are different to the one in which they live. • The names of different parts of my body. • Our bodies have five main senses. • We need to keep our bodies healthy. • That some foods are healthier than others. • How to look after my teeth. 	<p>History – Looking at events from the past. Past – Something that has already happened. Forename – My first name. Surname – My family name. Address - The details of where I live. Detached – A house that stands alone. Semi-detached – A house that is joined to one other house. Terrace – A row of houses joined together. Bungalow – A house with no stairs. Flat – A set of room for living in that is part of a larger building. Cottage – A small house. Environment – A setting where people, animals or plants live. Senses -- The five basic senses are sight, hearing, smell, taste and touch. Healthy – Being well, and not sick. Healthy eating – Eating a variety of foods that you need to feel good, grow and have energy. Oral hygiene -- Keeping your mouth clean and healthy by brushing your teeth.</p>

Autumn 2 - What happened before I was born?

EYFS	Key Knowledge	Key Vocabulary
<p>Pupils should be taught</p> <p><u>Understanding the World</u></p> <p>3-4 years -Begin to make sense of their own life story and family’s history</p> <p>Reception – Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Past and present ELG – 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.</p> <p>People, Culture and Communities ELG - 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.</p>	<p>Know that</p> <ul style="list-style-type: none"> • Guy Fawkes was caught trying to blow up the Houses of Parliament. • The Gun Powder Plot was a plan to blow up the Houses of Parliament. • Remembrance Sunday is the day we remember those who died in the war. • Remembrance Day is always commemorated on the 11th of November at 11am. • Poppies are a symbol worn on Remembrance Day and Remembrance Sunday. • Toys are made from different materials. • Toys from the past were usually made and created from natural materials. • Toys from the present are usually made in a factory, and made from man-made materials. • Christians believe that Christmas Day is Christs Birthday. This is why it is celebrated with Presents and a feast. 	<p>Past – Something that has already happened. Present – something that is happening now. Houses of Parliament --A building in London where the King worked. Remembrance Sunday – the day in the Christian Church calendar where those that died in the war are remembered. Remembrance Day – the 11th day of the 11th month. Museum – A place that has a collection of things from the past. Natural materials – found in nature. Man-made materials – made by humans Factory – a large building where things are made.</p>

EYFS	Key Knowledge	Key Vocabulary
<p>Pupils should be taught</p> <p><u>Understanding the World</u></p> <p>3-4 Years – Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about different forces they can feel.</p> <p>Reception - Draw information from a simple map. Recognise some environments that are different to the one in which they live. Comment on images of familiar situations in the past.</p> <p>Past and Present ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>People, Culture and Communities ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>The Natural World ELG - 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.</p>	<p>Know that</p> <ul style="list-style-type: none"> • The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. • London is the capital city of England. • Edinburgh is the capital city of Scotland. • Cardiff is the capital city of Wales. • Belfast is the capital city of Northern Ireland. • A landmark is an object or feature of a landscape or town that is easily seen and recognised from a distance. • There are places in my local area that has changed over time. • There are eight planets in our solar system. • We live on planet Earth. • Astronauts have been into space and have landed on the moon. • Some British people have travelled into space. 	<p>United Kingdom – is an island nation made up of England, Scotland, Wales, Northern Ireland.</p> <p>Capital City – is the main city where the government is based.</p> <p>Landmark -- is a well-known feature or important place that is easy to recognize.</p> <p>Past – Something that has already happened.</p> <p>Present – Something that is happening now.</p> <p>Transport – A type of vehicle, aircraft or ship that carry people or goods from one place to another.</p> <p>Planet – A large object orbiting a star.</p> <p>Earth – The planet that we live on. It is the third planet from the sun.</p> <p>Space – The area directly outside the Earths atmosphere.</p> <p>Astronaut -- is a person who is trained to travel into space.</p>

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<p>Pupils should be taught</p> <p><u>Understanding the World</u></p> <p>3-4 Years – Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>Reception – Explore the natural worlds around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>The Natural World ELG – 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.</p>	<p>Know that</p> <ul style="list-style-type: none"> • A traditional tale is a story that has been retold many times through generations. • A traditional tale is a story from the past that we still retell in the present. • There are four seasons. • Changes happen when moving from season to season. • Each season has its own distinct features. • Melting is when a solid changes into a liquid when heated. • Freezing is when a liquid changes into a solid when it gets very cold. 	<p>Traditional tale -- is a story that has been retold many times over the years.</p> <p>Past – Something that has already happened.</p> <p>Present – Something that is happening now.</p> <p>Season – a period of time throughout the year. Spring, Summer, Autumn, Winter are our four seasons.</p> <p>Seasonal changes -- Changes that occur between seasons.</p> <p>Solid – A firm object that keeps its shape.</p> <p>Liquid – Is a flowing substance that takes the form of its container.</p> <p>Melting -- is when a solid changes into a liquid when heated.</p> <p>Freezing -- is when a liquid changes into a solid when it gets very cold.</p> <p>Temperature – is how hot or cold something is.</p>

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<p>Pupils should be taught</p> <p><u>Understanding the World</u> 3-4 Years – Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Reception - Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around them.</p> <p>Past and Present ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Natural World ELG - Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. Explore the natural worlds around them, making observations and drawing pictures of animals and plants.</p>	<p>Know that</p> <ul style="list-style-type: none"> • I can observe changes within nature. • The life cycle of a butterfly is in four stages. • The caterpillar hatches from an egg. • The caterpillar needs food to grow. • The caterpillar forms itself into a chrysalis. • The butterfly emerges from a chrysalis. • Plants need water and sunlight to grow. • A plant has roots, a stem, leaves and a flower. • A root grows down. • A shoot grows up. • The root anchors the plant and absorbs water from the soil. • The stem supports the plant. • The flower attracts insects. • The flower makes new seeds. • The Jurassic Era began about 200 million years ago. • Fossils are the remains of plants and animals that lived in the past. • The Jurassic coast is along the south coast of England in Devon and Dorset. 	<p>Nature – Everything around us that is not man-made. Life cycle – All living things begin life, grow, mature, become old and die and then repeats. Egg – The first stage of the life cycle of a butterfly. Hatch – Emerging from the egg. Chrysalis – The cocoon that a caterpillar forms so that it can change into a butterfly. Roots – They help to anchor the plant to the ground. They soak up water. Stem – Hold the plant upright. The main part of the plant from which the leaves and flowers grow. Leaves – Absorbs sunlight and turns it into food. Shoot – The shoot grows into a stem. Flower – The part of the plant that blossoms. Living things – Living things are things that are alive. People, animals and plants are living things. Living things need air, water and food to stay alive. Living things breathe, move and grow. Fossils -- are the remains or traces of plants and animals that lived in the past.</p>