

<h3 style="text-align: center;"><u>Understanding the World</u></h3>		
<p>By the end of EYFS,</p> <p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of 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 <p>People, Culture and communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 <p>The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		
<u>Autumn Term</u>		
<u>Past and Present</u>	<u>People, Culture and Communities</u>	<u>The Natural World</u>
<ul style="list-style-type: none"> • Chn will know what the word family means and understand how it looks in their own experience • Chn will know and be able to say who is in their immediate family, for example Mum, Dad, brother, sister, grandparent as relevant to their lives 	<ul style="list-style-type: none"> • Chn will know the key vocabulary to describe what is within their immediate environment • Chn will know how their immediate environment can change and they can have an influence on this-for example they can move furniture, tidy the toys away 	<ul style="list-style-type: none"> • Chn will know that their immediate environment changes as time passes and they can begin to describe these changes • Chn will know that the passing of time can be measured in seasons • Chn will know that the natural environment looks different during

<ul style="list-style-type: none"> Chn will know the meaning of similar and different and be able to apply this vocabulary in a range of contexts Chn will know that all families look different Chn will know how to use the past tense when talking about their own lives Chn will know how they have changed since being a baby Chn will know how to compare the toys they used to play with as babies to the toys that they use and enjoy today Chn will know that there was a time before they were born that they will not remember—that they will use other ways other than memory to gather information about that time—focus on what toys looked like when their parents were little, reinforce the language of what has changed and what has stayed the same 	<ul style="list-style-type: none"> Chn will know that a map is a picture of a place as if looking down from above Chn will know how to relate a simple map of their own classroom or outdoor area to the real thing They will be able to use a simple map of their classroom or outdoor area, with support to locate an object so use it for a purpose Chn will know how to create a simple map with support—for example-of objects on a table Chn will know that maps come in different forms for example atlases, globes and satellite maps. They will get the opportunity to explore what maps look like, what they show (land and sea) and know some simple vocabulary of what is on a map—road, river, sea etc Chn will know at a simple level what the word ‘faith’ means Chn will know that in this country people belong to lots of different faiths. Chn will know about how Christians and Hindus celebrate some special events eg birth of a baby, Christmas, Diwali 	<p>each season and they may know the name of the seasons</p> <ul style="list-style-type: none"> Chn will know how to describe changes to the environment by looking closely/carefully Chn will know the name of their own body parts Chn will know the name of common animals within their immediate environment and know key vocabulary to describe them Chn will know that during the winter it gets colder Chn will know that the temperature can affect the immediate environment Chn will know the effects of temperature on water and the key vocabulary: freeze, melt, solid, liquid
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<u>Assessment</u>		
<ul style="list-style-type: none"> Chn can talk about their own family and name key roles in their context Chn know that family structures can look different for other people and can use simple vocabulary to compare and describe the differences Chn know and use vocabulary related to the past Chn know that things happened before they were born and they use simple vocabulary to compare artefacts from the past with those from their own experience 	<ul style="list-style-type: none"> Chn describe aspects of their immediate environment Chn know that maps are pictures to show the location of things such as object or places Chn will know how to interpret and use a simple map of their own environment to locate an object with support 	<ul style="list-style-type: none"> Chn describe how the environment changes with the passing of time (seasons) Chn begin to explain the changing state of water using key vocabulary Chn can name, describe and draw common animals found within the immediate environment

<u>Spring Term</u>		
<u>Past and Present</u>	<u>People, Culture and Communities</u>	<u>The Natural World</u>
<ul style="list-style-type: none"> Chn will know that events that happen in time can be organised into a sequence called a 'timeline' Chn will know that some events happened before their parents/carers were born Chn will use texts and stories to understand that some things happened a very long time ago, long before they were born 	<ul style="list-style-type: none"> Chn will know what a country, city, town and village is. They will be able to use simple vocabulary to describe their ideas of towns and cities and compare some similarities and differences Chn will know that they live in the village of Wrangle in the country of England. Chn will know how to use simple descriptive vocabulary to talk about 	<ul style="list-style-type: none"> Chn will know that the natural environment looks different during each season and they may know the name of the seasons Chn will know how to describe changes to the environment by looking closely/carefully Chn will know and observe the lifecycle of animals within the environment

	<p>the place that they live, describing simple attributes from their home.</p> <ul style="list-style-type: none"> Chn will listen to stories about different people who live in this country, from different communities and can use simple vocabulary to describe how they live-house, flat, street, farm etc Chn will know about Easter and how it is celebrated by Christians Chn will know about Holi and how it is celebrated by Hindus 	<ul style="list-style-type: none"> Chn will know the name of common insects
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Assessment

<ul style="list-style-type: none"> Chn will have some understanding of how events can be organised into a timeline Chn will know that some events happened long ago before living memory 	<ul style="list-style-type: none"> Chn will know the vocabulary linked to the community and place they live in Chn will identify some similarities and differences in how events are celebrated by different faiths 	<ul style="list-style-type: none"> Chn will name some common insects Chn will explain the lifecycle of a common animal observed in the local area
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<u>Summer Term</u>		
<u>Past and Present</u>	<u>People, Culture and Communities</u>	<u>The Natural World</u>
<ul style="list-style-type: none"> Chn will use texts and stories to understand that some things happened a very long time ago, long before they were born 	<ul style="list-style-type: none"> Chn will know that the country that they live in is part of a bigger world. The name of our world is Earth. Chn will have some understanding about what makes something special 	<ul style="list-style-type: none"> Chn will know that the natural environment looks different during each season and they may know the name of the seasons Chn will know how to describe changes to the environment by looking closely/carefully

	<ul style="list-style-type: none">• Chn will know about places and objects that are special to Christians and Hindus	<ul style="list-style-type: none">• Chn will know that within our country there are different environments and they will use simple vocabulary to describe them-forest/beach/farmland• Chn will know that some countries within the world have similar/different environments to us• Chn will know that plants are living things• Chn will know what plants need to live
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