

EYFS Curriculum – Understanding the World (UW)

Intent

Our children at St John's will have increased knowledge and a developed sense of the physical world around them. They will respect their environment, celebrating similarities and differences, including religious and cultural differences. Our children will have a greater sense of themselves and the changing world in which we live. Through their learning and first hand experiences, our children will use a range of stories, non-fiction texts, equipment and sources (including maps) to enable them to find out and gather information. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will have taken part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community as well as visitors and school trips that enhance their learning.

Implementation

Our UW curriculum is implemented through a wide range of activities that provide children with first hand and meaningful experiences. We are passionate about enabling our children to make sense of their physical world and their school and their community. Through a mixture of direct teaching and provision activities underpinned by the characteristics of effective learning, children will have a range of personal experiences that will increase their knowledge and sense of the world around them: from visiting parks and libraries, to meeting important members of society such as police officers, doctors and firefighters. Children will learn about the world around them by listening to a broad selection of stories, non-fiction, rhymes and poems which support them in their understanding of our culturally, socially, technologically and ecologically diverse world.

Impact

By the end of the Foundation Stage our children will demonstrate an understanding about their school, local community and the wider world. Experiences in the early years provide them with the foundational knowledge so they are ready for their next stage in their education.

EYFS Progression Map – Understanding the World

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Education Programme	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.					
Nursery	<p>Shows an interest in the lives of people who are familiar to them</p> <p>Recognises and describes special times or events for family or friends</p> <p>Knows some things that make them unique and can talk about some of the similarities and differences in relation to friends and family</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>Enjoys joining in with family customs and routines</p> <p>Talk about some things they have observed such as animals</p> <p>Knows how to operate simple equipment, CD player, touch-capable technology.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Developing an understanding of changes over time</p> <p>Talk about some things they have observed such as found and natural objects</p>	<p>Remembers and talks about significant events in their own experience</p> <p>Talk about why things happen and how things work</p> <p>Developing an understanding of growth and decay</p> <p>Talk about some things they have observed such as plants</p>	<p>Talk about some things they have observed such as found and natural objects</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images</p> <p>Plays with a range of materials to learn cause and effect</p>	<p>Shows care and concern for living things and the environment</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>Knows that information can be retrieved from digital devices and the internet</p> <p>Knows some things that make them unique and can talk about some of the similarities and differences in relation to friends and family</p>
Reception	<p>Talks about past and present in their own life and in the lives of family members</p> <p>Knows that other children do not always enjoy the same thing</p> <p>Know similarities between themselves and others, among families and communities</p>	<p>Enjoys joining in with family customs and routines</p> <p>Know similarities between themselves and others, among cultures and traditions</p> <p>Looks closely at similarities and differences and patterns in living things</p> <p>Talks about how environments vary from one another</p>	<p>Talks about past and present in their own life and in the lives of family members</p> <p>Knows about similarities and differences in relation to places</p> <p>Talks about their own immediate environment and how environments might vary from one another</p>	<p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Knows about similarities and differences in relation to living things</p> <p>Makes observations of plants and explains why some things occur and talks about changes</p> <p>Can use the internet with adult support to find and retrieve information of interest to them</p>	<p>Knows about similarities and differences in relation to materials and objects</p> <p>Uses ICT hardware to interact with age appropriate computer software</p> <p>Create content such as video recording, stories and/or draw a picture on screen</p>	<p>Knows that other children do not always enjoy the same thing and are sensitive to this</p> <p>Completes a simple program on electronic devices</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p>
ELGs	<p>People, Culture and Communities 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> <p>The Natural World 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.</p>					