

Understanding the World: Geography within EYFS

National Curriculum Skills/Links – Locational Knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork

EYFS - Understanding the World	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>The Natural World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>People, Culture and Communities Children know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Where is our school? Where do we live? Can we find the location of key places we go to with our family? Do we know what local means? Which area/city do we live in? Which country do we live in? What is a community? Where in the world do we come from? Where does our food come from? What do we grow in the UK? What do we use maps, atlases and globes for? How do I create my own map? How do I know the weather or season has changed?</p> <p>(Questions relating to - Exploring our class, outdoors our school, local area, borough, city, country, continents and the whole world, universe)</p>	<p>Similarities, differences, the same, local, countries, people, cultures, community, compare, maps, atlases, globes, outdoors, our school, local area, borough, city, country, continents, the world and universes, distance, signs, directions, far, near, space, environment, change, temperature, seasons, observation, landmarks, spatial awareness, distance, journey- travel - sea, land, water, air, underground, etc</p>	<p>We encourage children to develop their understanding of this area of learning through learning about;</p> <ul style="list-style-type: none"> Local environment, incl. classroom, school grounds, where they live, places they have been, city, country, continent, universe, forest school, etc Travel - sea, land water, air, underground, etc Landmarks (local and beyond) Exploring artists such as Stephen Wiltshire (https://www.stephenwiltshire.co.uk/) Changes in weather Similarities between themselves and others Differences between themselves and others Where we come from. Seasons Children from around the world. Global to local - Exploring atlases, globes and maps, google earth Where does our food come from? How does food get to the supermarket? Create simple maps Reading and creating signs and directions Show curiosity about the universe- solar system

Understanding the World: History within EYFS

National Curriculum Links/Skills – Historical Interpretations, Historical Investigations, Chronological Understanding, Knowledge and Understanding of Events, People and Changes in the Past and Present, Organising and Communicating

EYFS - Understanding the World	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>The Natural World</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>People, Culture and Communities and Past and Present</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>What is history? How do we know something is old? Do you understand what the word 'past' means?</p> <p>Why do things change over time? Have you attended any family celebrations?</p> <p>Do you look the same as you did when you were a baby?</p> <p>Are you the same age you were last year?</p> <p>Will you look the same as you do now in the future? Do you wear the same cloths you had as a baby? What happened in the past?</p>	<p>Similarities, differences, the same, birthdays, local, old, new, past present, then, now, change, growth, development, compare environment, change, time, celebrations, landmarks, differentiate, classification, sequencing, time oldest, modern, before, after</p>	<p>We encourage children to develop their understanding of this area of learning through learning about;</p> <ul style="list-style-type: none"> • Comparing old and new objects and materials • Events and experiences of the past and present • Changes over time – seasons, environment, local area, buildings • Now and then – making links • Passing of time – personal history • Use talk to sequence events and ask and answer questions. • Growing up and getting older - stages of development • describing memories and changes that have happened in their own lives; • Children can talk about events in the past from their own family members. • Children talk about events that have happened or may happen in the future. • Their origins, similarities and differences in traditions, festivities and celebrations that are significant to their family and community. • Topic related history- eg our history including Black history, remembrance day, etc. • Knowing that different people enjoy different things. • Sharing a range of experiences from the past -baby book, nursery , etc • Using historical vocabulary to retell simple stories about the past; • Using drama/role play to communicate their knowledge about the past. • Reflecting on their own stages of life – when they were born, before they started school and what might happen in future. • Reflecting on stages the of life of adults who are – significant to them.

Understanding the World: Science within EYFS

National Curriculum Links/Skills – Asking Questions, Exploring, Comparing, Contrasting, Investigating, Observing and Measuring Changes, Identifying, Classifying, Drawing Conclusions, Noticing Patterns Using Scientific Language

EYFS - Understanding the World	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>The Natural World</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Physical Development (Managing Self)</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>‘Why?’ ‘What if?’</p> <p>I wonder what will happen if? What do you think this might be for? How much/many? Can you think of a way to.....? What else could we try?</p> <p>Why/How do plants grow? Why do some animals come out only out at night? Why do leaves fall off trees in autumn? Why are the seasons different?</p> <p>What do plants need to grow?</p> <p>What is a lifecycle?</p> <p>Why/How do objects sink or float? Do different materials remain the same or change when they are mixed, heated or cooled? Why do some things melt and others do not in the heat? What are mini beasts? Where do wild animals live? What is a healthy diet? How do I keep healthy Is exercise good for us? Why does my heart beat fast when I run? What is electricity? What sound can you hear? How do you make shadows? Why do magnets attract or repel?</p>	<p>Similarities, differences, the same, investigate, observing predicting, compare, experiments, exploration, information, reflecting, evaluating</p> <p>Biology- life, grow, death, senses, decay, seasons, lifecycles.</p> <p>Plants – seeds, germination, roots, stem, leaves, flower, water, sunlight, soil.</p> <p>Butterflies – eggs, caterpillar, cocoon/pupa. Frogs – spawn, tadpoles, froglets. Ducks – eggs – hatch – ducklings. Humans- babies, toddler, child, teenager, adult, elderly.</p> <p>Seed – seedling- plant, trees, flowers, Mini beasts, dinosaurs, farm and wild animals. Habitats. Nocturnal and diurnal animals, domesticated and wild animals.</p> <p>Physics –cause, effect, patterns, relationships between materials, forces, friction, electricity, light, shadow sound, dark, magnets and magnetism, attract, repel, acceleration</p> <p>Chemistry -state, texture, quantity, materials, change, floating, liquids, solids, sinking, melting, freezing, cold, hot, warm, evaporation</p>	<p>We encourage children to develop their understanding of this area of learning through learning about;</p> <ul style="list-style-type: none"> • Exploring , asking questions and seeking understanding, reflecting and evaluating • Growing and decay – plants • Changes over time, dinosaurs, etc • Lifecycles – butterflies, frogs, chicks and humans, mini beasts • Animals and farm animals (domesticated and wild) • seasons • Floating and sinking • Magnets – metals • Electricity, magnets and magnetism • sound • links between cause and effect • notice patterns and relationships between materials • Changes in state e.g. slime, cornflour, melting, baking • Light, electricity, other sources of light • Seasons and making comparisons • Conducting their own experiments eg making potions, making playdough, etc

Understanding the World: RE within EYFS

National Curriculum Links/Skills – Beliefs and teachings (from various religions), Values (in your own life and others lives), Time to reflect and personal growth, how beliefs are expressed, rituals, ceremonies and lifestyles (from various religions)

EYFS	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>Understanding the World (The Natural World) Children know about similarities and differences in relation to places and objects</p> <p>Understanding the World (People, Culture and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Personal, Social and Emotional Development (Building relationship, Self-Regulation and Managing Self) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Personal, Social and Emotional Development (Managing Self) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Personal, Social and Emotional Development (Building Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Diwali Christmas Hanukah, Chinese New Year, Ramadan/Eid , Holi</p> <p>What is.....?</p> <p>Who celebrates?</p> <p>Why do we celebrate?</p> <p>How do you celebrate.....? What happens during?</p> <p>Is there a special food, song or activities related to this festival or celebration?</p> <p>Do people wear different clothes for this festival or celebration?</p> <p>What makes me unique?</p> <p>Why do I feel when we celebrate?</p> <p>What are my values?</p> <p>What is important to me and others?</p>	<p>Similarities, values, differences, the same, Diwali Christmas Hanukah, Chinese New Year, Ramadan/Eid</p> <p>Rituals, lifestyles, ceremonies, belief, celebration, festival, cloths, light</p> <p>activities, family, religion, growth, personal, beliefs, extended family, rituals, ceremonies, lifestyle, tradition, expectation, teachings, dressing up, music, food, Church, Gurdwara, Mosque, Synagogue, Sikhs, Christians, Jews, languages, candle, lights</p>	<p>We encourage children to develop their understanding of this area of learning through learning about;</p> <ul style="list-style-type: none"> • Identify things that are important in their lives; • What makes me unique; • Celebrating similarities and differences • Ask questions about the puzzling aspects of life; • Understand that there are similarities and differences between people. • Festivals and celebrations • Religions – Christianity, Islam, Sikhism, Muslims, Judaism, etc • Stories from other cultures • Stories from around the world

Understanding the World: Computing within EYFS

National Curriculum Links/Skills - Logical reasoning, Algorithms, Decomposition, Patterns, Abstraction, Evaluation

EYFS	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>Understanding the World (Technology – is not part of the current EYFS but a key component in the understanding of today’s society)</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Logical reasoning What will happen if I do this? How do you know?</p> <p>Algorithms What do I need to do to solve this? Is there a better way?</p> <p>Decomposition Can we break this problem up? Could we each do different jobs to solve the problem?</p> <p>Patterns Have you solved something like this before? What did you do then? What’s changed?</p> <p>Abstraction What’s the most important thing here? Maybe we can draw a picture of this?</p> <p>Evaluation What went well? Which way worked best? What would you do differently next time?</p> <p>Additional questions Ask an adult when they want to use the internet.</p> <p>Tell an adult when something worrying happens whilst using the internet.</p> <p>Be kind to friends and talk about good and bad choices in real life.</p> <p>Talk about the time spent using technological devices.</p>	<p>Cause and effect activities, technology, internet, computer, games, program, information, light boxes, cameras, sound recorders, websites, keyboard, washing machine, door bells telephones, microwave, kettles, toasters, ovens, mobile phones, microwaves, music players, walkie talkies, cookers, sound buttons, IWB, laptops, Beebots, microphones, electric cars, listening station, i-pads, tablets, toy cars, trains, batteries, circuits, bulbs, wires, evaluate, change, safe, solve, improve, safely, uncomfortable, etc</p>	<p>We encourage children to develop their understanding of this area of learning through;</p> <ul style="list-style-type: none"> • Playing with electronic toys- cars, microphones, beebots, etc. • Selecting and using technology for a particular purpose. • Recognising that a range of technology is used in places such as homes and schools. • Asking an adult when they want to use the internet. • Telling an adult when something worrying happens whilst using the internet. https://www.thinkuknow.co.uk/4_7/child/ • Accessing information about keeping safe https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ • Talking about the time spent using technological devices. • Independently operate IT equipment. • Exploring and making choices with control toys. • Pressing buttons on a floor robot and talk about what happens. • Talking about different kinds of information such as pictures, video, text and sound. • Collecting information as photo or sound. • Using simple pictograms or photos to count and organise information. • Using age appropriate websites or programs. • Using the mouse to move objects and pictures on screen. • Beginning to use a keyboard. • Creating pictures, shapes and text on screen. • Using technology to show learning or share experiences(EEXAT/Tapestry, show and tell, etc).

Expressive Arts and Design: Visual Arts within EYFS

National Curriculum Links/Skills- To use a range of materials creatively to design and make products, Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists.

EYFS – Expressive Arts and Design	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do														
<p>Creating with Materials and Being Imaginative and Expressive</p> <p>is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions. Children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely. Making props and materials when role playing characters in narratives and stories.</p>	<p>What are 2D and 3D representations? What is drawing, painting, printing, photography, textiles, etc? What is construction, sculpting and modelling?</p> <p><i>Would you like to draw or paint?</i></p>	<p>Pattern, texture, paintbrushes, water colour, charcoal, acrylic, pastels, clay, junk modelling, recycled materials, mud, chalk, dye, liquid, dense, primary, secondary, colours, line, tone, pencils, pen, makers, ink, shape, form, size, depth, design</p> <p>space, 3D and 2D, transient art,</p> <p>light, dark, shade, characteristics, 2D and 3D, experience of shape, repetition of shape, colour, light, mark, stroke, dash, creating colours, etc</p>	<p>We encourage children to develop their understanding of this area of learning through learning about;</p> <div><p><u>2 and 3-dimensional representation, includes drawing, painting, printing, photography, textiles and also construction, sculpting and modelling.</u></p><p><i>These involve experimenting through using the following elements:</i></p><table><tr><td>Pattern</td><td><i>repetition of shape, colour, light</i></td></tr><tr><td>Texture</td><td><i>characteristics or quality of colour</i></td></tr><tr><td>Colour</td><td><i>hue, intensity, brilliance</i></td></tr><tr><td>Line</td><td><i>mark, stroke, dash</i></td></tr><tr><td>Tone</td><td><i>lightness, darkness, shade</i></td></tr><tr><td>Shape</td><td><i>outline</i></td></tr><tr><td>Form</td><td><i>three- dimensional experience of shape</i></td></tr></table></div>	Pattern	<i>repetition of shape, colour, light</i>	Texture	<i>characteristics or quality of colour</i>	Colour	<i>hue, intensity, brilliance</i>	Line	<i>mark, stroke, dash</i>	Tone	<i>lightness, darkness, shade</i>	Shape	<i>outline</i>	Form	<i>three- dimensional experience of shape</i>
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Expressive Arts and Design: Performing Arts within EYFS

National Curriculum Links/Skills- Singing, listening, composing, Musicianship – (Pulse/Beat, Rhythm, Pitch), production, performance and composition.

EYFS – Expressive Arts and Design	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>Creating with Materials and Being Imaginative and Expressive- is about how children invent, adapt and recount narratives and stories with peers and their teacher. Use what they have learnt about media and materials in original ways. They respond in a variety of ways to what they see, hear, smell, touch or feel and as a result of these encounters, they express and communicate their own ideas, thoughts and feelings.</p> <p>It is about how children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design and art. It is also about children singing a range of well-known nursery rhymes and songs.</p> <p>Children perform songs, rhymes, poems and stories with others, and try to move in time with music. This requires a significant amount of physicality, imagination and interpretation.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. Progress towards a more fluent style of moving, with developing control and grace. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>What is music? What is rhythm, tempo, crescendo, allegro.</p> <p>What is action, gesture, stillness and pattern.</p> <p>What is imitative, role, imaginative and fantasy play? What is role play? What is acting or performing? How do I interpret this music through dance? How do I express my own ideas? Do I look silly? Am I having fun? How do I gain confidence in my performances?</p>	<p>Timbre, texture, pitch, dynamics, tempo, duration, harmony, music, musical, notes, volume, speed, high, low, voice, action, stillness, gesture, pattern. imitative, role, imaginative and fantasy play, drama</p>	<p>We encourage children to develop their understanding of this area of learning through learning about;</p> <div> <p>Music as the exploration of sound, voice and instrumentation through performance and composition. It involves experimenting using the following elements:</p> <ul style="list-style-type: none"> • Texture – the way in which sounds are put together • Pitch – high /low /higher /lower/ Melody • Dynamics – volume/loud /quiet /quieter /louder • Tempo – speed /fast /slow / faster /slower • Duration – long/short/ rhythm • Harmony –two or more musical notes produced together • Timing – fast, slow, beat, listening, concentration, repeat and flow. <p>Dance as a form of expression, which encompasses the development of the whole child through production, performance and composition. Dance enables children to develop spatial awareness and discover the movement possibilities of their own bodies. It involves experimenting with the following elements:</p> <p>Basic actions, Gesture, Stillness, Pattern</p> <p>Drama and Imaginative play – Through consolidating their understanding of the world through an examination of their own ideas, feelings and conflicts. It involves experimenting with the following elements: Imitative play, Role play, fantasy play, etc</p> </div>

Understanding the World: DT in EYFS

National Curriculum Links/Skills – Planning, Generating, developing, modelling and communicating ideas, Understanding contexts, uses and purposes, Practical skills and techniques, Food preparation, cooking and nutrition, Where food comes from, Own ideas and products, Making products work, Existing products

EYFS	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>Understanding the World</p> <p>Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. To be able to operate or use an electronic and non-electronic device or tool to create a design. Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary. Explore and investigate the suitability of materials for a project. Select the tools and techniques they need to shape, assemble and join materials they are using. Differentiate between what is healthy and unhealthy foods. Investigate fruits and vegetables. Construct/make a healthy sandwich and vegetable/fruit salad.</p>	<p>What do I want to make? How do I design? How do I plan? What materials should I use? Which tools do I need? What is fabric? How can I investigate resources that are suited for this product or design? What skills do I need to manipulate resources for my desired outcome? What does review mean? What is evaluation? How do I evaluate? Is it ok to start again? How can I improve my work? What happens when I combine different materials together? What is a product? Am I happy with my result?</p>	<p>Plan, record, evaluate, review, record, design, investigate, model, construct, make, fabric, materials, resources, texture, weight, shape, depth, tools, manipulate, evaluate, explore, taste, hear, smell, feel, see, choose, select, healthy, unhealthy, colour, flavour, sweet, sour, crunchy, soft, grainy, hard, liquid, juice, techniques, outcome, improve, expand, revisit, overcome, restructure, difficulties, minimise, satisfaction, choice, product, complete, etc</p>	<p>We encourage children to develop their understanding of this area of learning through;</p> <div> <p>Planning ahead</p> <p>Recording plans</p> <p>Talking about their work though using appropriate vocabulary to describe their work.</p> <p>Constructing with a purpose in mind.</p> <p>Uses tools with a purpose, appropriately and competently</p> <p>Manipulates materials to achieve a planned effect and outcome</p> <p>Select tools and techniques needed to shape, join and assemble.</p> <p>Begin to evaluate their end product.</p> <p>Understanding lifestyle choices such as the importance of exercising and making healthy food choices.</p> <p>Engaging in our TasteEd lessons</p> </div>

Understanding the World: Esafety

Links with Esafety- Education for a Connected World - Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, wellbeing and lifestyle, Privacy and security and Copyright and ownership

EYFS	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>Understanding the World (Technology – is not part of the current EYFS but a key component in the understanding of today's society)</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>What is the internet? What is personal information? What does online and offline mean? What is a device? What is safe and unsafe? Who do I trust? How do I share information? How can I safely find things on the internet? What is a website? What is real and what is not? What are my ideas? What is plan, review and evaluate? Can I explain my work and design? Can I use information from websites to keep me safe? Who do I communicate with online?</p>	<p>character, chat, technology, internet, computer, games, program, information, cameras, sound recorders, websites, keyboard, telephones, mobile phones, music player sound buttons, IWB, laptops, i-pads, tablets, Online, Alexa, voice activated, offline, cloud, zoom, video call, aviator, evaluate, change, safe, solve, safely, safety, uncomfortable, etc</p>	<p>We encourage children to develop their understanding of this area of learning through;</p> <ul style="list-style-type: none"> • Recognising that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. • Describing the people, they can trust and can share their concerns with. • Being able to explain and differentiate what is real life or online • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. • Telling an adult when something worrying happens whilst using the internet. https://www.thinkuknow.co.uk/4_7/child/ • Recognising that there may be people online who could make them feel sad, embarrassed or upset • Recognising some ways in which the internet can be used to communicate and examples of how they (might) use technology to communicate with people know • Describing ways that some people can be unkind online. • Identifying rules that help keep us safe and healthy in and beyond the home when using technology. • Accessing information about keeping safe https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ • Talking about the time spent using technological devices. • Talking about how they can use the internet to find things out. • Talking about different kinds of information such as pictures, video, text, sound and personal information. • Identifying devices, they could use to access information on the internet. • Giving simple examples of how to find information (e.g. search engine, voice activated searching). • Using age appropriate websites or programs. • Creating pictures, shapes and text on screen. • Explaining, naming and also saying why work I create using technology belongs to me(e.g. 'it is my idea' or 'I designed it').