

Lings Pre-school - Understanding the World

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. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Links to Reception
Past and Present				
Knowledge and Skills to be Taught	Find out about their own life story and family	Find out about people from the past.	Explore how we have changed.	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.
Possible Lines of Enquiry	When I was a baby e.g., baby photographs My family Stories	Who was William Shakespeare? Links to NPAT project.	Reflect on their time in pre-school and look forward to starting school.	
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Past Younger Before Baby, toddler, child	Playwright	Past, future Grow, taller / shorter	

Ongoing throughout the Year	Learning about each other, forming relationships and friendships Photographs and work displaying activities and learning processes			
Assessment i.e. what a child can do by the end of this term.	Children can talk about how they have changed. Children can talk about their family and those who are close to them.	Children know there are similarities and differences between their own world and things in the past	Children can talk about how they have changed. Children can talk about an event in the present and in the past.	



Area of Learning	Autumn	Spring	Summer	Links to Reception
People, Culture, and Communities				
Knowledge and Skills to be Taught	<p>All about me My family: jobs and occupations. Introduce wider knowledge of different occupations (People who help us) Celebrations – link to community and settings families</p>	<p>Recognising special times and events for our families.</p>	<p>Know that there are different countries in the world and talk about the differences.</p>	<p>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.</p>
<p>Possible Lines of Enquiry</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Occupations Family Celebrations</p>	<p>Birthdays, religious celebrations, new babies, weddings</p>	<p>Maps and the globe Countries around the world: where have you been on holiday? Use photos to support What was it like? What did you see? How did you get there?</p>	



Key vocabulary <i>These are key words and phrases that children need to know and understand</i>	Family members / 'names' Me, my, you Same, different, celebration	Celebrate, joy, party, candles	Hot, cold, wet, dry	
Ongoing throughout the year	Celebrations, holidays, weather and seasons Role play/dressing up Use of resources from around the world e.g. cooking items (wok/balti pot) and packets in different languages Photographs Books set in different countries			
Assessment checkpoint i.e. what a child can do by the end of this term.	Shows an interest in different occupations Children begin to learn people have similarities and differences Children gain an awareness of celebrations around the world	Children can talk celebrations which they experience. Children develop positive attitudes towards other people and cultures.	Children are beginning to understand about differences around the world and talk about different habitats	

Area of Learning	Autumn	Spring	Summer	Links to Reception
The Natural World				
Knowledge and Skills to be Taught	Looking after our setting Changes during Autumn	Planting and growing Observe and notice how things change	Lifecycles and new growth	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.
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Caring and respecting the environment: tidying up, routine Changes: leaves falling from trees	Planting seeds / bulbs Cooking Melting ice cubes Making playdough Powder paint	Caterpillar to butterfly Tadpole to frog Seasons	
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Respect Change	Ingredients, recipe Hot, cold, weigh, mix Powder, liquid, palette Bulb, seed (plant/flower names)	Grow, change Seasons, weather, shadows	

Ongoing throughout the Year	Magnets, beebots, talking pegs, remote control toys, magnifying glasses and binoculars. Planting and growing gardening and mud area, water, sand and malleable play Relevant celebrations, weather, seasons			
Assessment checkpoint i.e. what a child can do by the end of this term.	Children attempt to tidy up and look after the setting? Begin to understand how to respect and care for living things	Make observations as plants grow Talk about what they notice about materials changing	Understand there are similarities and differences around the world and talk about some of the changes they notice	

