

Caedmon Primary School
Understanding the World
EYFS Curriculum

Key Concepts:

1. **People Culture and Communities**
2. **The Natural World**
3. **Past and Present**

Key to colour code:	Pale purple = new learning Mid purple = developing Dark purple = secure Dark grey = consolidation and application		
Year Group	Nursery		Reception
Key Content	Topics (are flexible and follow the children's interests): Our immediate environment- Describes their immediate environment, their house and their school. Religious and cultural communities- Can describe religious stories and people from Christianity, understands that we are all different and special and celebrates a festival from another culture. Life in this country and in others- Can talk about their life in their country and knows that there are other countries in the world. School trip: Walk around our field and school grounds.		Topics (are flexible and follow the children's interests): Our immediate environment- Describes their immediate environment, their house and their school and features of a town. Religious and cultural communities- Can describe religious stories and people from Christianity, understands that we are all different and special and celebrates a festival from another culture. Life in this country and in others- Can talk about their life in their country and con contrast this to another person's life in a different part of this country and the world. School Trip: Walk around the local area to the library
Key Vocabulary	Our immediate environment- Grange town, town, house, family, map, school, ground, grass, playground, field, bushes, tress, flowers Religious and cultural communities- God, Jesus, Easter, Christmas, special, face, skin, hair, baptism, egg, chocolate, presents, Christmas day, Easter Sunday, risen, Church, symbol Life in their country and in others- country, difference, same, house, caravan, tent, transport, car, plane, bike, walk, train, boat, weekend		Our immediate environment- Grange town, town, house, family, map, school, ground, grass, playground, field, bushes, tress, flowers, shops, church, community centre, park, landmark, library, road Religious and cultural communities- God, Jesus, Easter, Christmas, special, face, skin, hair, baptism, egg, chocolate, presents, Christmas day, Easter Sunday, risen, Church, symbol, Chinese New Year, wedding, special, celebrate Life in their country and in others- holiday, country, difference, same, similar, hotel, house, caravan, tent, transport, car, plane, bike, walk, train, boat, school, compare, foods, contrast, map, road, weekend, world
	END OF NURSERY		MID-RECEPTION
			END OF RECEPTION
	Our immediate environment		

	Knows that they live in Grangetown in a house. Can describe their house and who they live with.	Discusses the local area and what features it has and begins to plot these on a map with a teacher.	Can use a simple (teacher-made) map to observe and discuss their local area, pointing out key features such as the sea, the land, shops, and house, road.
	Listens and responds to stories and non-fiction texts about houses and families.	Listens and responds with simple comments to stories and non-fiction texts about a town and seaside.	Listens and responds drawing comparisons to stories and non-fiction texts about the town and seaside.
	Life in this country and in others		
	Can talk about what they do in living in Grangetown e.g. how they get to school, what do they do on the weekend, what type of house do they live in	Investigates another country, looking at how children get to school, what they do on the weekend and what type of house they live in using photographs, maps, video clips and story books	Can compare and contrast living in Grangetown and living in another part of the world using photographs, maps, video clips and story books.

	Religious and cultural communities		
	Paints a picture of themselves and compares their painting to other children's, discussing how we all look different but how we are all special- discussing hair colour, skin colour etc	To understand that not everyone's family is the same.	Can look at images of different family set ups and talk about their family set and how we are all loved.
	Can look at images of other children and discuss similarities and differences positively.	Celebrates Chinese New Year and discussing how this cultural event is different from our own- clothing, appearance, food, language, writing, stories.	
	Listens to the Christmas Story (The Nativity) and can name and recognise Jesus, Mary, the angels, the shepherds and the wise men (king).	Recognises that Jesus is a special person and retells The Nativity.	Knows that some people do not celebrate Christmas as Christians do.
	To recognise the Church as an important place for some people and to talk about what a church is (a place to talk to Jesus and God)	Can talk about the church as a special place for some people to go to and celebrate Christmas. Can talk about what a colours a church might use at Christmas.	Can talk about the church as a place that Christians go to celebrate important times such as Christmas, Easter, Baptism and Wedding.
	Can talk about what happens at a Christian baptism.		Can talk about what happens at a Christian wedding.
	Can recognise Jesus in the Easter Story and knows that he is grown up now. Talks about how we might celebrate Easter (chocolate eggs).	Can retell some parts of the Easter Story, and knows that Jesus died, but then comes back to life. Can discuss how we celebrate Easter (pancake day, Easter eggs).	

Year Group	Nursery Topics (are flexible and follow the children's interests):	Reception Topics (are flexible and follow the children's interests):	
Key Content	<p>Animals and Plants- Make observations about animals and plants and talks about the changes they make over time.</p> <p>Processes and Changes- Seasonal changes and changing states of matter</p> <p>Materials-Describes different materials, can sort them using different criteria and say what they might be used for.</p> <p>School Trip- Visit into school with farm animals.</p>	<p>Animals and Plants- Make observations about animals and plants and talks about the changes they make over time. Can use life cycles to describe change.</p> <p>Processes and Changes- Seasonal changes and changing states of matter</p> <p>Materials-Describes different materials, can sort them using different criteria and say what they might be used for.</p> <p>School Trip-The Farm-Monk Park Farm</p>	
Key Vocabulary	<p><u>Animals and Plants</u> Colours (to describe), tree, plant, flower, leaves, same, different, legs, plant, different, same natural, beach, woods, town, vet, care, concern, common pets name- cat, dog, rabbit, hamster, fish, farm, common farm animals-cow, pig, sheep, horse, chicken</p> <p><u>Processes and Changes</u> Weather, spring, summer, autumn, winter, warm, cold, hot, rain, clouds, change, snow, sun, freezing, melt, liquid, solid, cooking, runny, pour</p> <p><u>Materials</u> Words to describe materials – shiny, rough, bumpy, stretchy etc, wood, plastic, glass, brick, paper, hard, soft, melt, hot, cold, sharp, warm, sink, float, freeze, melt, float, sink, heavy, light, magnet</p>	<p><u>Animals and Plants</u> Colours (to describe), tree, plant, flower, leaves, same, different, legs, plant, different, same natural, beach, woods, town, vet, care, concern, common pets name- cat, dog, rabbit, hamster, fish, farm, common farm animals-cow, pig, sheep, horse, chicken, beanstalk, bean, seed, watch, water, sunlight, food, survive, grow, lamb, piglet, foal, calf, chick, baby, mother</p> <p><u>Processes and Changes</u> Weather, spring, summer, autumn, winter, warm, cold, hot, rain, clouds, change, snow, sun, freezing, melt, liquid, solid, cooking, runny, pour, hot, melt, ice,</p> <p><u>Materials</u> Words to describe materials – shiny, rough, bumpy, stretchy etc, wood, plastic, glass, brick, paper runny, liquid, hard, soft, cold, sharp, melt, warm, hot, sink, float, freeze, melt, magnet, attract, predict</p>	
	END OF NURSERY	MID-RECEPTION	END OF RECEPTION
Animals and Plants			
	Knows the difference between a flowering and a non flowering plant. Explores different plants and flowers.	Plants their own seeds and watches it grow over time.- beanstalk	Knows that a plants needs water, sunlight and food to survive and grow
	Begins to draw pictures to represent what they have observed in the natural world and discuss these with an adult.	Draws pictures of what they have observed, considering the size, colour and shape of the object.	After <u>close</u> observation draws pictures of the natural world, including animals and plants.
	Knows that not all environments are the same, and can give one difference between two environments, when shown a picture.	Can sort environments by their similarities and differences and begin to offer reasons as to how they have been sorted.	Can describe the similarities and differences between at least two different environments such as the wildlife that lives there or plants that grow etc.
	Explores the role of a vet through role-play. Can name common pets.	Explores what animals you might see on a farm.	Can recognise and name farm animals and common pets.
	Can recognise and name common farm animals.	Can match farm animals to their babies.	Can begin to use the correct names for animals and their babies.
Processes and changes			

	Comments on the weather around them.	Comments on the weather around them and discuss how this effects the environment around them e.g. sun to help the plants grow.	Comments on the weather and begins to relates it to the season of the year.
	Takes part in baking and cooking and knows that liquids are runny and can be poured from one container to another.	Knows that solids such as ice will melt when its gets hotter.	Knows some ways we can make solids through adding heat (making cakes) or putting liquids in the freezer.
	Materials		
	Explores different materials in the gluing area.	Can group materials that are the same	Can begin to name some materials, metal, plastic, paper, wood.
	Explore different weighted objects in the water area, comments on if they sink the bottom of the water tray or if they float.	Knows what floating and sinking means and can explain it in their own words	Can predict with success which items might float and which might sinks
	With an adult explores magnets. Tests different materials.	Can group materials that are attracted to magnets and those that are not attracted to magnet.	Can begin to predict successfully which materials will attract to a magnet.

Year Group	Nursery Topics (are flexible and follow the children's interests):	Reception Topics (are flexible and follow the children's interests):	
Key Content (to cover the key concepts of)	<p>People around us-Can name the people around them and who live with them and what they do.</p> <p>People who help us- Can talk about and identify people in society that can help us and how they can help us.</p> <p>The Past-Can compare and contrast things in the presents and in the past using their own experiences, books, photographs and video clips.</p> <p>Visit: Visit into school from police and firefighter</p>	<p>People around us-Can name the people around them and who live with them and what they do.</p> <p>People who help us- Can talk about and identify people in society that can help us and how they can help us.</p> <p>The Past-Can compare and contrast things in the presents and in the past using their own experiences, books, photographs and video clips.</p> <p>Visit: Visit to Preston Park and grounds.</p>	
Key Vocabulary	<p>People around us- family, mam, dad, sister, sister, brother, auntie, uncle, step-mam, step-dad, grandma, grandad, nana, cousin</p> <p>People who can help us- job, uniform, police, firefighter, lollypop person, lifeboat, paramedic, doctor, nurse, teacher</p> <p>Our Past- birthday, older, celebrate, before, in the past, younger, change, grow, baby, toddler</p> <p>The Past- past, present, change, different, same,</p>	<p>People around us- family, mam, dad, sister, sister, brother, auntie, uncle, step-mam, step-dad, grandma, grandad, nana, cousin, work, jobs</p> <p>People who can help us- job, uniform, police, firefighter, lollypop person, lifeboat, paramedic, doctor, nurse, teacher, priest, shop keepsrs, building, society, help</p> <p>Our Past- past, present, change, different, same, grown, then, now, older, birthday, celebrate,</p> <p>The Past- past, present, change, different, same, similarities, difference, born, baby, toddler, chid, adult, grown-up</p>	
	END OF NURSERY	MID-RECEPTION	END OF RECEPTION

	People around us		
	Can name the different members of their family such as mam, dad, brother, sister, nana and granddad	Can discuss the members of their family and what they do to help them or other people (jobs)	Knows that some of our family members also have a job and a place that they work at. Can name some jobs that people might do.
	People who help us		
	Can name some people who help us, what their job is and can recognise and match the vehicle they drive.	Can name and talk about people in society including a priest, shop keeper, etc and can match them to the building that they work in.	Can describe how a person from society has helped them or how they can help them.
	Our Past		
	Looks at pictures of themselves as a baby and discuss how they have grown.	Can look at pictures of older people (mams and dads) as a baby and can talk about how they have grown.	Can discuss what they can do now that they are 4. Can discuss how they celebrated their birthday. Can use photographs to talk about children's memories of things that have happened before. Discuss what they can do now that they couldn't do before and how they have changed and grown
	The Past		
	Can listen to stories and look at images of the present and past to begin to develop an understanding of past and present.	Can talk about things that are same between the past and now using photographs and stories (Victorian Era) (visit Preston Park)	Sort pictures into past and present and order them into piles of before they were born and after they were born.
	Can talk about the things that are different between the characters and settings in books such as Peepo, to life today.	Can talk about things that are the same between the past and now using stories by the author Shirley Hughes such as Dogger.	Can talk about both the similarities and differences between the characters and settings in books? Alfie and Annie-Rose