



**‘Remembering yesterday, Learning from today, Striving for tomorrow’**

**Knowledge and Understanding of the world**

**Educational 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.

Our Learning Journey	EYFS	
	Nursery	Reception
<b>Past and present</b>	<p><b>Begin to make sense of their own life-story and family’s history.</b>            Develop an understanding of their physical appearance and create an image of themselves.            Draw themselves independently, revisiting the activity termly to ascertain progress made.            Discuss similarities and differences between ourselves and our families.            Share stories about family life and their experiences.            Talk about their family history.            Find out about famous people: Queen Elizabeth and David Attenborough.            Talk about photos and memories.            Retell what their parents have told them about their life-story and family.            Circle time sessions to get to know each other.            Develop friendship groups and promote a sense of belonging.</p>	<p><b>Comment on images of familiar situations in the past.</b>            Use pictures, stories, artefacts and accounts from the past to look at similarities and differences.            Explore our local community of Redcar comparing what it is like today and photos from the past (Church, school, Zetland Park).            Compare old pier and the new Beacon. Look at how the sea front has changed.            Talk about and look at photos from children’s own families of how the seaside has been enjoyed in the past.            Go to visit the old lifeboat station. Look at how the transport in Redcar has changed.</p>

## Our Learning Journey: Understanding of the World

		<p>Lives of both women and men – Focus on a variety of roles –historical and present day: Tim Peake, Julia Donaldson, Grace Darling and Prince William.</p> <p>Talk about experiences that are familiar to them and how these may have differed in the past.</p> <p>Organise events using basic chronology, recognising that things happened before they were born. Visitors to school to talk about Redcar and their life:</p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <p>Share texts, images, and tell oral stories about the past and present.</p> <p>Talk about fictional and non-fictional characters from a range of cultures and times in storytelling.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p> <p>Singsongs, read poems, use puppets, develop role-play etc and other storytelling methods.</p>
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## Our Learning Journey: Understanding of the World

### People, Cultures and Communities

#### **Show interest in different occupations.**

What is an occupation? Talk about different types of occupations.  
Look at the occupations of people who help us. (doctor, nurse, vet, fire person, ambulance person)  
Arrange emergency service vehicles to visit Nursery.  
Use new vocabulary in their speech and play.  
Enjoy a range of stories about these occupations.  
Role play opportunities to explore these occupations.

#### **Continue developing positive attitudes about the differences between people.**

Circle Time activities to get to know each other.  
Celebrate differences and diversity.  
Raise awareness of diversity through special days and events. (Children in Need, Comic relief plus religious events)  
Talk about the similarities and differences between people, families and communities.  
Talk about different appearances, skin colours and hair types.  
Celebrate and value cultural, religious and community events and experiences (Diwali, Christmas, Holi, Easter)

#### **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**

Share experiences of holidays.  
Enjoy role play activities linked to countries around the world  
Talk about family members in other countries.  
Use a diverse range of props, puppets, dolls and books to notice and talk about similarities and differences.

#### **Talk about members of their immediate family and community.**

Talk time about your family.  
Share information about your own family, asking questions and make comments.  
Share pictures of your family and talk about them.  
Using examples from real life and books, talk about how there are many different families.

#### **Name and describe people who are familiar to them.**

Talk about people within the community, e.g, delivery and shop staff, hairdressers, the police, the fire service, dentist, nurses, doctors and teachers, RNLI.  
Talk about own experiences with people who are familiar to them.

#### **Draw information from a simple map.**

Visit Redcar, introducing and modelling new vocabulary where appropriate.  
Visit difference landmarks in Redcar drawing a simple map to show how to get there, and children help to direct.  
Draw simple maps from imaginary story settings they are familiar with.  
Draw a map of the route to school and around the school indoor/outdoor environment.  
Know the name of the road and town that our school is located in.  
Look at aerial views of the school setting, talking about what they notice, recognising buildings, open space, roads and other simple features.  
**Understand that some places are special to members of their community.**  
Name, explain and talk about the purpose of places of worship and places of local importance to the community – visit St Peter's Church and Redcar Baptist Church.  
Visit places of worship and places of local importance to the community.

## Our Learning Journey: Understanding of the World

		<p>Visitors from different religious and cultural communities into the classroom to share their experiences with children.</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b> Learn about the festival of Diwali and Holi to find out how they special, looking at similarities and differences with other festivals. Build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p><b>Recognise some similarities and differences between life in this country and life in other countries.</b> Places in the world that contrast with locations we know well. Use vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Talk about what you see. Discuss how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live etc.</p>
<p><b>The Natural World</b></p>	<p><b>Use all their senses in hands-on exploration of natural materials.</b> Explore our natural environment outdoors. Use our outdoor area as a learning tool. Make outdoor play spaces using the natural environment.</p> <p><b>Explore collections of materials with similar and/or different properties.</b> Use natural materials to enhance learning. E.g, bark, leaves, rocks, shells to investigate and talk about.</p> <p><b>Talk about what they see, using a wide vocabulary.</b> Use the environment to help us learn (listening walks, shape hunts, den building, outdoor exploration)</p>	<p><b>Explore the natural world around them.</b> Explore natural environments outdoors – within our school grounds, our beach and Zetland Park. Touch, smell and hear the natural world around them. Children plant their own winter pansy and spring bulb in autumn, sow beans and sunflower seeds. Make a seed bomb to put into our EYFS garden to encourage minibeasts. Talk about how we need to care for them. Look after them throughout the school week and take them home during holidays. Observe the changes and compare differences. Talk about how we care for the natural world around us. Sing songs; join in with rhymes and poems about the natural world. Observe and draw pictures of the natural world, including animals and plants.</p>

## Our Learning Journey: Understanding of the World

Use equipment, e.g. magnifying glasses to explore.  
Think about what might happen next... e.g. if the sun comes out, if snow falls  
Introduce and model new vocabulary to discuss findings and ideas.

### **Explore how things work**

Develop fine and gross motor skills to investigate how things work.  
Use technology to enhance our curriculum (informative videos and online resources).

### **Plant seeds and care for growing plants.**

Plant seeds and bulbs to enhance our outdoor area (Sunflowers, Beanstalks, Grass)  
Show care for living things by looking after our seeds and plants.  
Grow food that the children can eat themselves (Peas, Cress).  
Investigate what happens to plants if weather conditions change.

### **Understand the key features of the life cycle of a plant and an animal.**

#### **Begin to understand the need to respect and care for the natural environment and all living things.**

Watch closely the growth of seedlings.  
Look at what effects a seedling. - cold, warmth, water, light  
Observe decay over time, e.g. an apple core going brown and mouldy over time.  
Understand the need to care for all living things.  
Explore animal life cycles, e.g. caterpillars, tadpoles  
Mothers and their young  
Use a range of books to support and enhance learning.

### **Explore and talk about different forces they can feel.**

Observe and interact with natural processes, e.g. ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.

### **Describe what they see, hear and feel whilst outside.**

Observe the natural world. Visit the sea front (including beacon), Redcar high street and our beach – compare the difference in relation to the natural world.  
Describe things they have seen whilst outside, including plants and animals.  
Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.  
Name and describe plants and animals.

### **Recognise some environments that are different from the one in which they live.**

Name features of contrasting environments within local and national region.  
Use vocabulary to name specific features of the world, both natural and made by people.  
Share non-fiction about contrasting environments.  
Focus on different animals – pets, wild animals, jungle, sea animals etc.  
Where do animals live? What animals live in our country and others countries?

### **Understand the effect of changing seasons on the natural world around them.**

Observe and talk about the weather and seasonal features.  
Note and record the weather.  
Share texts about the changing seasons.

## Our Learning Journey: Understanding of the World

	<p>Explore magnetic attraction and repulsion. Host science activities to show different forces. Investigate different properties of materials and link to the relevant force. Water channelling activities to model forces. Floating and sinking activities - Can you get the gingerbread man across the water? Use new vocabulary related to the exploration.</p> <p><b>Talk about the differences between materials and changes they notice.</b> Melting and freezing activities to promote an understanding of change - chocolate, ice cream, butter, water. Introduce baking activities to show changes in materials. Investigate a range of materials for different purposes. New vocabulary related to exploration.</p>	<p>Observe the natural world throughout the year – observe specific trees around the school environment throughout the changing seasons. Observe how animals behave differently as the seasons change.</p>
<p><b>Computing</b></p>	<p><b>Knows how to operate simple equipment.</b> Turns on CD player, uses iPad, uses remote control. Shows an interest in technological toys with knobs or pulleys/real objects e.g. cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers.</p> <p><b>Talk about why things happen and how things work.</b> Make suggestions and explore how things work. Ask if anyone knows any knowledge regarding the topic.</p>	<p><b>Completes a simple program on a computer and ipad.</b> Uses ICT hardware to interact with age-appropriate computer software. Respond to being given responsibility and independence with equipment. Show initiative in using equipment. Test out their experiences of using equipment at home or in other settings. Role-play things that they have seen adults do. Apply things they know into a different context. <b>Begin to understand the processes involved in finding information from a computer, or how a piece of technology can help to complete a task.</b> Evidence of using prior knowledge of different devices, gaining confidence and ability as they gain exposure to equipment.</p>

## Our Learning Journey: Understanding of the World

Early Learning Goals:	<b>The level of development children should be expected to have attained by the end of Reception</b>	
ELG: Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
ELG: People, Cultures and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul>	
ELG: The Natural World	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
<b>Y1 curriculum</b>		
<p><b>Children will start the National Curriculum in Y1 and follow the programmes of study in Geography, History, Science, Computing and Religious Education. By completing this learning journey, it will give the children the broad range of knowledge and skills that provide the right foundation to start the Y1 curriculum because they will be able to:</b></p>		
<b>History</b>	Talk about the different lives of the people in their family, people they know around them, famous people and their roles in society.	

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	<p>Know some similarities and differences between events that have happened in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Ask and answer questions using common words and phrases.</p>
<b>Geography</b>	<p>Describe environments and explain similarities and differences between the natural world around them and contrasting environments.</p> <p>Understand some important processes and changes in the natural world around them.</p> <p>Observe and talk about the weather and seasonal features.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p>
<b>Science</b>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Observe and interact with natural processes</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Understand the need to and how to respect and care for the natural environment and all living things.</p>
<b>Computing</b>	<p>Use a range of simple programmes on a computer and iPad.</p> <p>Know how to use technology devices to complete tasks in school and at home.</p> <p>Talk about how things work and why things happen.</p>
<b>Religious Education</b>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about special times, special places and people that are special to them.</p>