



## Understanding the World

Birth to 5 Matters [Range 4 (24-36 months), Range 5 (36-48 months), Range 6 (48-60 months, 60-71 months)]

Development Matters [Birth to three, 3 and 4 year olds, Children in Reception]

National Curriculum [Year 1]

**EYFS Statutory Framework:** *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.*

ELG: **Past and Present** Children at the expected level of development will: - 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;

ELG: **People, Culture and Communities** 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.

ELG: **The Natural World** Children at the expected level of development will: - 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.

	Preschool	Nursery	Reception	KS1 Links
<b>Past and Present</b>	- Repeat actions that have an effect.	- Remembers and talks about significant events in their own experience	- Talks about past and present events in their own life and in the lives of family members - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	- Changes within living memory. - Events beyond living memory that are significant nationally or globally [E.g., the Great Fire of London] - The lives of significant individuals in the past. [E.g., Rose Parks] - Significant historical events, people, and

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				places in their own locality.
<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>- Has a sense of own immediate family and relations and pets</li> <li>- Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> <li>- Show interest in different occupations.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows about similarities and differences between themselves and others, and among families, communities, cultures, and traditions</li> <li>- Understand that some places are special to members of their community</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	
<b>The Natural World</b>	<ul style="list-style-type: none"> <li>- Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>- Talks about why things happen and how things work</li> <li>- Developing an understanding of growth, decay and changes over time</li> <li>- Shows care and concern for living things and the environment</li> <li>- Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Looks closely at similarities, differences, patterns and change in nature</li> <li>- Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>- Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>- Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans</li> <li>- Identify seasonal and daily weather patterns in the United Kingdom</li> <li>- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, etc.</li> </ul>

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		<ul style="list-style-type: none"> <li>- Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>- Describe what they see, hear, and feel whilst outside.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p>key human features including: city, town, farm, house, shop, etc.</p> <ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>- Seeks to acquire basic skills in turning on and operating some digital equipment</li> <li>- Operates mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car</li> <li>- Plays with water to investigate “low technology” such as washing and cleaning</li> <li>- Uses pipes, funnels, and other tools to carry/transport water from one place to another</li> </ul>	<ul style="list-style-type: none"> <li>- Knows how to operate simple equipment, e.g., turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> <li>- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images</li> </ul>	<ul style="list-style-type: none"> <li>- Completes a simple program on electronic devices</li> <li>- Uses ICT hardware to interact with age-appropriate computer software</li> <li>- Can create content such as a video recording, stories, and/or draw a picture on screen</li> <li>- Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>- Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs</li> <li>- recognise common uses of information technology beyond school</li> <li>- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>