

EYFS: Understanding the World

Our Early Year Outcomes are for our children to be:



In our Early Years at Henley Green, we recognise the importance of the Understanding the World strand of the curriculum to support our children to achieve our key outcomes, alongside the ELGs in readiness for the Key Stage 1 curriculum.

This development plan has been written to support our 'Intent Statement' and the 'Educational Programmes' in the statutory framework. We have used 'Development Matters' as our curriculum guidance to ensure that the skills outlined are progressive and appropriate to the age and stage of the children.

Educational Programme: 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.

Understanding the World – Early Learning Goals

Statutory 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.

Statutory ELG: People, Cultures and Community

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.

Statutory 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.

| | Term 1 | Term 2 |
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| Autumn | <p>Purposeful Project : All about me</p> <p>Focus objectives: B-3: Notice differences between people. B-3: Make connections between the features of their family and other families.</p> <p>Ongoing objectives: B-3: Repeat actions that have an effect. B-3: Explore materials with different properties. B-3: Explore natural materials, indoors and outside</p> <p>Computing opportunities: Follow simple visual timetables for daily routines. Mark-make on a screen.</p> | <p>Purposeful Project: What's Outside?</p> <p>Focus objectives: B-3: Explore natural materials, indoors and outside. B-3: Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Ongoing objectives: B-3: Repeat actions that have an effect. B-3: Explore materials with different properties. B-3: Notice differences between people. B-3: Make connections between the features of their family and other families.</p> <p>Computing opportunities: Follow simple visual timetables for daily routines. Mark-make on a screen.</p> |
| Spring | <p>Purposeful Project : Places to Go</p> <p>Focus objectives: B-3: Explore natural materials, indoors and outside. B-3: Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Ongoing objectives: B-3: Repeat actions that have an effect. B-3: Explore materials with different properties. B-3: Notice differences between people. B-3: Make connections between the features of their family and other families.</p> <p>Computing opportunities: Photograph the environment Use IT props in role play for e.g. pretend phone/ toaster/ kettle Mark-make on a screen.</p> | <p>Purposeful Project : Eggs</p> <p>Focus Objectives: B-3: Explore materials with different properties. B-3: Explore natural materials, indoors and outside. B-3: Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Ongoing objectives: B-3: Repeat actions that have an effect. B-3: Make connections between the features of their family and other families. B-3: Notice differences between people</p> <p>Computing opportunities: Photograph the environment Use IT props in role play for e.g. pretend phone/ toaster/ kettle Mark-make on a screen.</p> |
| Summer | <p>Purposeful Project : Healthy me</p> <p>Focus objectives: 3-4: Talk about what they see, using a wide vocabulary. 3-4: Make connections between the features of their family and other families. B-3: Notice differences between people 3-4: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Ongoing objectives: B-3: Repeat actions that have an effect. B-3: Explore materials with different properties.</p> | <p>Purposeful Project : What Grows?</p> <p>Focus objectives: 3-4: Talk about what they see, using a wide vocabulary. 3-4: Plant seeds and care for growing plants. 3-4 : Begin to understand the need to respect and care for the natural environment and all living things. 3-4: Explore natural materials, indoors and outside 3-4: Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Ongoing objectives:</p> |

B-3: Explore natural materials, indoors and outside
B-3: Explore and respond to different natural phenomena in their setting and on trips.

Computing opportunities:
Access age-appropriate click and drag activities.

B-3: Repeat actions that have an effect.
B-3: Explore materials with different properties.

Computing opportunities:
Access age-appropriate click and drag activities.

How will I see this in place?

- Planned short carpet time sessions with focus Nursery rhymes and repetitive stories linked to Purposeful projects/ cultural events.
- Planned continuous and enhanced provision activities with a focus on these skills.
- Information poster identifying the learning and vocabulary for the week.
- Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden)
- Adult interactions supporting children to practise and develop these skills.
- Planned experiences:
Coombe Abbey (Autumn Term)
Little Lane Play village, Guinea Pigs, Chicks, Farm visit, Moat House Café (Spring Term)
Soft play trip and Sports' Day (Summer Term)

Nursery – Skills Progression

| | Term 1 | Term 2 |
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| Autumn | <p>Purposeful Project : Autumn Time</p> <p>Focus objectives:</p> <p>3-4: Talk about what they see, using a wide vocabulary.</p> <p>3-4: Talk about the differences between materials and changes they notice.</p> <p>B-3: Explore materials with different properties.</p> <p>B-3: Explore natural materials, indoors and outside.</p> <p>3-4: Use all their senses in hands-on exploration of natural materials.</p> <p>3-4: Explore collections of materials with similar and/or different properties.</p> <p>3-4: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Ongoing objectives</p> <p>B-3: Repeat actions that have an effect.</p> <p>3-4: Explore how things work.</p> <p>3-4: Explore and talk about different forces they can feel.</p> <p>Computing opportunities:</p> <p>Follow simple visual timetables for daily routines.</p> <p>Use IT props in role play for e.g. pretend phone/ toaster/ kettle.</p> | <p>Purposeful Project : How I celebrate</p> <p>Focus objectives:</p> <p>3-4: Talk about what they see, using a wide vocabulary.</p> <p>3-4: Begin to make sense of their own life-story and family's history</p> <p>3-4: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>3-4: Continue developing positive attitudes about the differences between people.</p> <p>Ongoing objectives:</p> <p>3-4: Talk about the differences between materials and changes they notice.</p> <p>3-4: Explore collections of materials with similar and/or different properties.</p> <p>3-4: Use all their senses in hands-on exploration of natural materials.</p> <p>3-4: Explore and talk about different forces they can feel.</p> <p>3-4: Explore how things work.</p> <p>Computing opportunities:</p> <p>Follow simple visual timetables for daily routines.</p> <p>Use IT props in role play for e.g. pretend phone/ toaster/ kettle.</p> |
| Spring | <p>Purposeful Project : Around the world</p> <p>Focus objectives:</p> <p>3-4: Talk about what they see, using a wide vocabulary.</p> <p>3-4: Talk about the differences between materials and changes they notice.</p> <p>3-4: Use all their senses in hands-on exploration of natural materials.</p> <p>3-4: Explore collections of materials with similar and/or different properties.</p> <p>3-4: Explore how things work.</p> <p>3-4: Explore and talk about different forces they can feel.</p> <p>3-4: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Ongoing objectives:</p> <p>3-4: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Computing opportunities:</p> <p>Access age-appropriate click and drag activities.</p> | <p>Purposeful Project : On the Farm</p> <p>Focus objectives:</p> <p>3-4: Talk about what they see, using a wide vocabulary.</p> <p>3-4: Talk about the differences between materials and changes they notice.</p> <p>3-4: Show interest in different occupations.</p> <p>3-4: Understand the key features of the lifecycle of an animal.</p> <p>3-4: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Ongoing objective</p> <p>3-4: Use all their senses in hands-on exploration of natural materials.</p> <p>3-4: Explore how things work.</p> <p>3-4: Explore and talk about different forces they can feel.</p> <p>Computing opportunities:</p> <p>Access age-appropriate click and drag activities.</p> |
| Summer | <p>Purposeful Project : Growth and Change</p> <p>Focus objective:</p> <p>3-4: Talk about what they see, using a wide vocabulary.</p> | <p>Purposeful Project : People around me</p> <p>Focus objectives:</p> <p>3-4: Talk about what they see, using a wide vocabulary.</p> |

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| | <p>3-4: Talk about the differences between materials and changes they notice. 3-4: Plant seeds and care for growing plants. 3-4: Understand the key features of the life cycle of a plant and an animal. 3-4: Begin to understand the need to respect and care for the natural environment and all living things. 3-4: Use all their senses in hands-on exploration of natural materials.</p> <p>Ongoing objectives: 3-4: Explore how things work 3-4: Explore and talk about different forces they can feel.</p> <p>Computing opportunities: Use a simple menu to change pen colour/ change shape/ pen thickness/ erase.</p> | <p>3-4: Begin to make sense of their own life-story and family's history. 3-4: Continue developing positive attitudes about the differences between people. 3-4: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 3-4: Show interest in different occupations. 3-4: Understand the key features of the life cycle of a plant and an animal.</p> <p>Ongoing objectives: 3-4: Talk about the differences between materials and changes they notice. 3-4: Use all their senses in hands-on exploration of natural materials. 3-4: Explore how things work. 3-4: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Computing opportunities: Follow story maps to retell simple stories in order. Use a simple menu to change pen colour/ change shape/ pen thickness/ erase.</p> |
| <p>How will I see this in place?</p> <ul style="list-style-type: none"> - Planned short carpet time sessions with focus Nursery rhymes and stories linked to Purposeful Projects/ Seasons/ Celebrations . - Planned continuous and enhanced provision activities with a focus on these skills. - Continuous provision posters, supporting adults to identify the learning in different learning areas. - Adult interactions supporting children to practise and develop these skills. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Daily routines such as getting ready to go outside, snack time. - Planned experiences: Theatre trip and Christmas songs performance (Autumn Term) Chicks and Farm visit (Spring Term) Soft play trip, Caterpillars and Sports' Day (Summer Term) | | |

Reception – Skills Progression

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| Autumn | <p>Purposeful project : All about me</p> <p>Focus objectives: 3-4: Begin to understand the need to respect and care for the natural environment and all living things 3-4: Talk about what they see, using a wide vocabulary Rec: Explore the natural world around them. Rec: Recognise some environments that are different from the one in which they live. Rec: Describe what they see, hear and feel whilst outside. Rec: Talk about members of their immediate family and community. Rec: Comment on images of familiar situations in the past.</p> <p>Ongoing objectives: 3-4: Continue to develop positive attitudes about the differences between people.</p> <p>Computing opportunities: Follow simple visual timetables for daily routines. Use IT props in role play for e.g. computer keyboard/ walkie talkie/ pretend phone. Access age-appropriate click and drag activities.</p> | <p>Henley Green Nativity Show</p> <p>Focus objectives: Rec: Recognise that people have different beliefs and celebrate special times in different ways. Rec: Understand that some places are special places to members of their community. Rec: Recognise some similarities and differences between life in this country and life in other countries. Rec: Talk about members of their immediate family and community. Rec: Comment on images of familiar situations in the past. Rec: Compare and contrast characters from stories, including figures from the past.</p> <p>Ongoing objectives: Rec: Describe what they see, hear and feel whilst outside. Rec: Explore the natural world around them.</p> <p>Computing opportunities: Work towards an outcome to create artwork on a screen. Use menus to add detail to artwork. Select and drag objects to change their size. Create story-maps to retell simple stories.</p> <p>RE festivals: Christmas/ Diwali</p> |
| Spring | <p>Purposeful Project : Space</p> <p>Focus objectives: Rec: Comment on images of similar situations in the past. Rec: Compare and contrast characters from stories, including figures from the past. Rec: Draw information from a simple map. Rec: Recognise some environments that are different to the one in which they live.</p> <p>Ongoing objectives: Rec: Understand the effect of the changing seasons on the natural world around them.</p> <p>Computing opportunities: Create story-maps to retell simple stories. Use Google Maps with a teacher to explore places.</p> <p>RE festivals: Chinese New Year</p> | <p>Purposeful Project : Animal Babies</p> <p>Rec: Understand the effect of the changing seasons on the natural world around them. 3-4: Understand the key features of the life cycle of a plant and an animal. Rec: Explore the natural world around them. Rec: Describe what they see, hear and feel whilst outside. Rec: Recognise some environments that are different to the one in which they live.</p> <p>Ongoing objectives:</p> <p>Computing opportunities: Create story-maps to retell simple stories.</p> <p>RE festivals: Easter, Eid-Al-Fitr</p> |

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| <p>Summer</p> | <p>Purposeful project : Just Imagine</p> <p>Focus objectives:</p> <p>Rec: Talk about members of their immediate family and community.</p> <p>Rec: Name and describe people who are familiar to them.</p> <p>Rec: Understand that some places are special to members of their community.</p> <p>Rec: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Rec: Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Rec: Recognise that some environments that are different to the one in which they live.</p> <p>Rec: Draw information from a simple map.</p> <p>Ongoing objectives:</p> <p>Rec: Explore the natural world around them</p> <p>Rec: Describe what they see, hear and feel whilst outside.</p> <p>Computing opportunities:</p> <p>Use Google Maps with a teacher to explore places.</p> <p>Explore programmable toys.</p> <p>Give programmable toys simple instructions.</p> <p>Record/ represent simple instructions visually.</p> | <p>Purposeful project : Growing</p> <p>Focus objectives:</p> <p>3-4: Understand the key features of the life cycle of a plant and an animal.</p> <p>Rec: Understand the effects of changing seasons on the natural world around them.</p> <p>Rec: Recognise that some environments that are different to the one in which they live.</p> <p>Ongoing objectives:</p> <p>Rec: Understand the effect of the changing seasons on the natural world around them.</p> <p>Rec: Explore the natural world around them</p> <p>Rec: Describe what they see, hear and feel whilst outside.</p> <p>Computing opportunities:</p> <p>Explore programmable toys.</p> <p>Give programmable toys simple instructions.</p> <p>Record/ represent simple instructions visually.</p> |
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How will I see this in place?

- Planned short carpet time sessions, including focus stories linked to Purposeful Projects/ Seasons/ Celebrations.
- Planned continuous and enhanced provision activities with a focus on these skills
- Continuous provision posters, supporting adults to identify the learning in different learning areas.
- Adult interactions supporting children to practise and develop these skills.
- Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden).
- Daily routines and transitions such as getting ready to go outside, snack time.
- Planned experiences:
 - Forest Schools (throughout the year),
 - Cool Critters, Theatre trip and Nativity performance (Autumn Term)
 - Space Dome, Chicks, Easter crafts (Spring Term)
 - Language and Culture day, Warwick Castle Trip, Sports' Day (Summer Term)