

WRENBURY PRIMARY SCHOOL				
EYFS – Understanding the World				
	Reception Autumn	Reception Spring	Reception Summer	
				ELG Checkpoint <i>To be used to assess the children in June through provision of Child Initiated activities.</i>
Past and Present (History)	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>			<p>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.</p>
	<p>During dedicated talk time, listen to what children say about their family. Encourage children to share pictures of their family and listen to what they say about the pictures. Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, etc. Present children with pictures, stories, artefacts and accounts from the past. Show images of familiar situations in the past, such as homes and schools</p>	<p>Share information about your own family, giving children time to ask questions or make comments. Listen to what children say about their own experiences with people who are familiar to them. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Show images of familiar situations in the past, such as homes, schools, transport and clothing. Offer opportunities for children to begin to organise events using basic chronology. Using examples from real life and from books, show children how there are many different families.</p>	<p>Interpretations of History: Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Is this building from the past or present? Communication: Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Chronological Understanding: Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Historical Enquiry: Understand and use the term ‘past’ and ‘present’</p>	

People and Places (Geography)	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>			<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p>	<p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Teach children about places in the world that contrast with locations they know well.</p> <p>Teach children about a range of contrasting environments within both their local and national region.</p> <p>Children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>	<p>Locational & Place Knowledge: Familiarise children with the name of the road, and or village/ town/city the school is located in.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Avoid stereotyping and explain 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, and so on.</p> <p>Human & Physical Geography: Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Geographical Skills & Fieldwork: Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	

Cultures and Communities (RE)	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>			<p>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.</p>
	<p>Celebrate Diwali and Christmas with children, explaining why these times are special to different religions.</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>	<p>Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children Encourage children to use vocabulary learnt to describe their own lives and lives of others.</p>	
The Natural World (Science)	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>			<p>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.</p>
	<p>Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. Observe and interact with natural processes, such as ice melting, an object casting a shadow and a magnet attracting an object.</p>	<p>Identify & Classify: After close observation, draw pictures of the natural world, including animals and plants and name them. Observe, Measure & Pattern Spot: Observe and interact with natural processes, such a sound causing a vibration, light travelling through transparent material and a boat floating on water. Question & Enquire: Ask simple questions. Investigate: Observe and discuss simple tests. Record, Report and Draw Conclusions: Talk about the conclusions of simple tests and record as a group.</p>	