



Breadsall C of E Primary School

Early Years Foundation Stage
POLICY DOCUMENT

Understanding the World
(Specific area of learning)

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We follow the **Early Years Foundation Stage Statutory Framework (2021)** which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:

- **Quality and consistency** in all early years settings so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Overarching principles

Four guiding principles shape practice at our school. These are:

- **A Unique Child** : every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships**: children learn to be strong and independent through positive relationships
- **Enabling Environment**: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and Development**: Children develop and learn at different rates. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately with due regard to the three **characteristics of effective teaching and learning** which are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements •
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Aspects:

Understanding of the World is divided into the following aspects:

- **Past and Present** – this could include
 - Storytelling based on family history and children's own experiences
 - Oral history – discussions about the personal experiences of staff, parents, grandparents when they were young including their recollections of specific events eg Bonfire Night, Christmas, Easter etc
 - Stories relating to events in the past
 - Investigation of items from the past and comparison with the present day equivalents



- **People Culture and Communities** – this could include:

- Visitors to school eg police, doctor, dentist, family such as grandparents, parents, babies
- Visits to locations within the environment eg shops, Waitrose, Fire Station
- Recording of visits through drawing, painting, modelling and role play
- Discussion and role play about special events such as weddings, births, christenings and festivals
- Observation and discussions regarding the cycle of the Christian year and customs and practices in relation to Harvest, Christmas and Easter
- Discussion regarding the customs and practices of other religions as appropriate to the children
- Observation and discussion of Remembrance
- Supporting charity events eg Children in Need,
- Making and eating food from other cultures
- Listening to music from other cultures
- Discussion and role play about customs, dress and languages from other cultures.
- Celebrate special events ie Harvest, Halloween, Bonfire Night, Christmas, New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Father's Day, Easter, May Day, Eid ul Fitr, Ramadan, Chinese New Year, Diwali, Eisteddfod, Saints' Days
- Provision of play maps and models to enable children to create their own environment
- Discussion and stories that involve journeys – home to school, home to grandparents, home to holiday destination
- Stories relating to life in other parts of the country and other parts of the world
- Discussion and role play about special events in the children's lives eg weddings, births, festivals

- **The Natural World** – this could include:

- Observation of objects, materials and living things with and without aides such as magnifying glasses and binoculars
- Pictures and collages of natural scenes including animals, plants and trees
- Observation of animals and plants
- Observations and individual and group discussions about the weather and changing seasons
- Structured sand play giving children opportunities to observe and predict outcomes
- Structures water play giving children opportunities to observe and predict outcomes
- Visits
- Minibeast searches and observation
- Gardening
- Visitors to classroom eg farmers, pets
- Cookery
- Free play with natural materials eg sand, water, clay, dough, leaves, sticks
- Observation of changes over time eg the seasons

- Long term growing projects eg plants from seeds and bulbs, vegetables

The EYFS Statutory Programme for 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.

Aims

To enable the children to develop the knowledge, skills and understanding they need to make sense of the world.

To help children to learn to respect and value all people and their communities.

To help children to begin to develop a mutual respect and tolerance of different faiths and beliefs.

To begin to understand British values.

To help children to learn about the features of their own immediate environment and how environments might vary from one another.

To make observations of animals and plants and the natural world and to talk about changes and why things happen.

To develop investigative skills.

To select and use appropriate technology for particular purposes and recognise where technology can be used.

Objectives

- To provide the children with firsthand experiences that encourage observation, exploration, prediction, problem solving, critical thinking, decision making and discussion.
- To provide a range of indoor and outdoor activities that stimulate children's curiosity and interest.
- To provide opportunities for children to use a range of tools safely, undertake practical 'investigations' and work with a range of materials.
- To provide opportunities for children to become aware of the similarities and differences between themselves and other people and to understand that all people deserve to be treated with respect.
- To create opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disabilities.
- To start to appreciate that life in the past differs from life today.
- To know about some significant people from the past.
- For children to meet the ELGs at the end of their Reception Year. These are as follows:

EYFS Early Learning Goals for Understanding the World (2021)

- **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.
- **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.
- **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.

Methodology

We will provide a stimulating environment that offers a range of activities to encourage children's interest and curiosity both indoors and outdoors. The curriculum will be implemented in order that the children have opportunity for practical investigation with a wide range of equipment and tools, in structured free play, individual, group and adult directed situations.

The children will be encouraged to question, hypothesise, predict and observe and to form opinions based upon their experiences. The children will be encouraged to talk critically about their learning in order to rehearse and reflect upon their knowledge and to practise new vocabulary.

We will support children in using a range of ICT to include cameras, voice recorders, CD players, ipads, IWBs, Beebots and programmable toys in addition to computers because we believe that children need these skills to support them in KS1 and beyond.

We will teach children skills and knowledge in the context of practical activities eg learning about the characteristics of solids and liquids by involving children in melting chocolate or making ice lollies.

Where applicable we will use parent's knowledge to extend the children's experiences of the world.

We will give children accurate information which challenges cultural, racial, social and gender stereotypes.

Curriculum Planning

Planning is based around topics. These can be changed and supplemented according to children's interests. Topic planning covers each area of learning. Activity planning takes place on a weekly and daily basis; this takes into consideration the children's interests. Parental and community links are developed to further support learning. Although Technology is not a specific area of learning in the 2021 EYFS we will continue to give children opportunities to develop construction and ICT skills.

Time Allocation

Because of the overlap between subjects at this stage of development, it is difficult to be precise about the exact amount of time allocated each week to Understanding the World. Reception allocates one hour per week on the timetable for UW.

Resources

- Tools such as magnifiers, magnets, gardening tools, scissors, tweezers and cooking utensils.
- Natural materials eg clay, wet and dry sand, coloured and clear water, dough, compost/soil, cooking ingredients, other food items (tasting), conkers, sticks, wood,
- Puzzles and games
- Construction toys eg Lego and Duplo, Polydrons, Clic sticks and Mobilo, pipes and crates
- Books, pictures, photographs, posters, artefacts, dressing-up clothes
- Visitors - having visitors in the classroom and making visits
- Role play area and garden
- Computer in each classroom and ipads, computer suite
- Internet and appropriate software
- IWB board in each class
- Recording Work e.g. photos, videos, cameras, microphones, Beebots, computers

The budget for the purchase of resources for the EYFS is managed by the Headteacher.

Recording and Assessment

- Summative assessments used in Reception include

Baseline Testing
EYFS Profile
Reading Records

Tapestry

- Parents are seen daily when they deliver their child to the classroom or pick them up at the end of the day, and this time can be used to chat informally about any aspect of a child's day at school.
- Parents are invited a termly parent teacher meeting to discuss the EYFS Learning Journey/Profile and associated evidence.
- Parents receive a written report at the end of the Summer Term.

SEND and Inclusion – see separate SEND Policy

Children are taught in mixed ability classes. They are all supported and helped to make choices and decisions. Care is taken to ensure that each pupil has a sense of their own achievement. Time and care is taken to ensure that activities are adapted to the specific needs of individuals and that all children are involved in this important area of learning. Differentiation of work takes place mainly by giving extra help within the classroom to those who require it and by providing support and extending vocabulary and skills to the more able pupils to challenge them.

Progression of Skills and Knowledge UW

	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Possible Enrichment Moments- which allow us to talk about celebrations, customs and events around the world throughout the year	Birthdays Autumn Harvest Time	Remembrance Day Children in Need Christmas/Nativity Bonfire Night Anti-bullying week Divali Hannukah Black History Month St Andrew's Day	Winter Chinese New Year Valentine's Day Safer Internet Day Shrove Tuesday/ Pancake Day/ Lent/Mardi Gras	Spring Easter Mother's Day Chicks/ butterflies fortnight Holi St David's Day St Patrick's Day	Start of Ramadan Eid D Day Queen's Platinum Jubilee St George's Day	Summer Sports Day Father's Day Anniversary of NHS World Environment Day Summer production?	Past and Present 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.
Topics	Beyond Your Imagination	Time for a Change	Space	Water	On the Farm	Animals	People, Culture and Communities 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
	Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.	Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.	Chronology: Recount an event, orally, pictorial and/or with captions.	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories, Allan Alberg stories	Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	

		Comment on images of familiar situations in the past.					texts and – when appropriate – maps.
	Respect: Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: <i>Understand that some places are special to members of their community.</i>	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: Animals and know how to care for an animal/pets	Respect: <i>Recognise that people have different beliefs and celebrate special times in different ways.</i> <i>Recognise some similarities and differences between life in this country and life in other countries.</i>	The Natural World 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.
	Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps,	Mapping: instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.	Mapping: Use Google maps to explore vicinity of school. : Comment and ask questions about the different parts of the local community. Recognise some environments that are different to the one in which they live e.g., The Moon . Enquiry: Make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: Identify on a map - Recognise some environments that are different to the one in which they live e.g., places visited in Snail and the Whale Enquiry: Make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: Draw information from a simple map of a story or area and identify landmarks. Eg Rosie's Walk , Grandad's Farm Enquiry: Understand the key features of the life cycle of a plant or animal.	Mapping: Create own maps linked to either story eg What the Ladybird Heard/ Going on a Lion Hunt or school trip. Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.	
Investigations	To explore properties of natural forces and processes and comment on them. To develop awareness of different materials and their properties. To learn vocabulary associated with them and comment on observations, similarities and differences.						

	Eg freezing, shadows, floating, magnets, colour mixing, paper aeroplanes, rolling, threading, construction, puddles, light, sound, cooking, gravity, etc						
Reception Skills	To talk about self in positive terms. To talk about where we live – own homes, environment and community. To be aware of similarities and difference between friends. To talk about the changes they observe in their environment – seasons	To talk about changes in past and present lives of family. To talk about how they have changed since they were a baby. To talk about famous people from the past. To be able to talk about the different jobs that adults do and how they can help us (nurses/ doctors/ paramedics/ fire fighters/postman/ shop assistant etc). To join in some preparations for Christmas (BV)	To talk about a special event in their life eg how we celebrate birthdays or other times. To explore maps of the world. To comment about different places, countries, environments To celebrate a Chinese Day To use internet safely	To comment on observations in changing seasons and weather. To recycle To be able to talk about protecting our world for the future. To join in Easter preparations.	To talk about changes from past to present eg toys, schools, transport, tv, clothes, farming Grow and care for a plant. Talk about the life cycle of plants and animals and what they need to survive. To observe, care for and comment on growth and change or butterflies. To talk about Royal Family (BV)	To identify and sort healthy/unhealthy foods. To practise some ways of being healthy. To be able to keep cool and safe in sun. Talk about the life cycle of plants and animals and what they need to survive. Explore a range of habitats looking at why the animal lives like that.	
Reception Knowledge	To know the names of different body parts. To know that there are many countries around the world. To know that people in other countries may speak different languages.	To know about people and events before they were born. To know that adults do a variety of jobs. To know that the emergency services exist and what they do.	To learn what you might see on a map To know that some animals are nocturnal. To name some continents and countries. To know that people around the	To know we have an effect on our world To know the importance of water. To know about pollution and ways to reduce it.	To know names of fruits and vegetables. To know different ways of being healthy. To know that humans and other animals and plants can grow.	To identify places both manmade and natural. To know some similarities and differences between life their life and the life of a child in Africa.	

		To know the story of Christmas and that Christians celebrate it.	world have different religions and celebrations, speak different languages and eat different foods.	To know that Christians celebrate Easter			