

Understanding the World in Early Years

Educational programmes to meet the needs of **our** children based on positive relationships, enabling environments, nurturing a love for learning and development, remembering each child is unique.

Understanding the World in EYFS at Defford

Our Vision

Our Intent

Learning opportunities to support children to understand their world at Defford considers curiosity, respect and a sense of awe and wonder as they marvel the creation around them.

Our curriculum aims to nurture a love of the natural world, an enthusiastic approach to learning outdoors and a confidence to take risks and explore independently.

Faith	Friendship	Fun	Learn	Grow
<ul style="list-style-type: none">• Pupils recognise the awe and wonder found in the world – both natural and man-made.	<ul style="list-style-type: none">• Children identify with the physical world around them and their community, discovering cultures outside of their experiences	<ul style="list-style-type: none">• Pupils engage in a wealth of outside learning experiences with their friends as they explore the world around them	<ul style="list-style-type: none">• Children learn about the creation of their world and are confident to question the world around them• Children can	<ul style="list-style-type: none">• Children aspire to be adventurous and ambitious as they learn about roles in society and opportunities open to them as they grow

Understanding the World - YEAR A WILLOW – AUTUMN TERM - OUR COLOURFUL WORLD & INTO THE NIGHT

KNOWLEDGE & SKILLS

in

Pre-school

Exploring **natural materials** to build and play, **stones, pebbles, rocks, conkers, shells**

Explore the seasons through a village walk

Explore differences in the world around them – changing **seasons**, leaves changing colour

Learn exciting vocabulary to describe their **environment** and the world around them – **village, countryside, orchards, acorns, forests, airfield, Millenium Green, church, pavement, kerb, hedgerows, footprints,**

Experience **road safety** as we walk through our village – walking on the kerb, having an awareness of **traffic**, hearing sounds such as; **aircraft** at the **airfield**

Explore how things work, wind up toys, exploring **nuts and bolts, screws and cogs – woodwork workshop**

Explore **pushes and pulls** as an introduction to **forces**

Identify pushes and pulls in their exploration and play

The Nativity, why do we celebrate Christmas?

Theme led learning

in

Pre-school

Autumn walk exploring, identifying and appreciating the world around us

Picking **blackberries/damsons** for **cooking, exploring, investigating**

Exploring the **Hindu Festival of Diwali, Festival of Light**

Bonfires and fireworks Night celebration

Discuss celebrations at home, do you visit a bonfire? Have you seen fireworks before?

KNOWLEDGE & SKILLS

in

Reception

Identify where we live, features of Defford, [\(LL\)](#) highlighted by our village walk exploring the **seasons** and our local environment

Identify nocturnal animals and where they live. Which **nocturnal** animals live near Defford? [\(LL\)](#) Which ones live in another part of the world?

Identify how **materials change** through cooking opportunities, making cakes/biscuits/play dough [\(LL\)](#)

Identify the first line of their home address

Explore **Diwali, Hindu Festival of Light** [\(LL\)](#)

Identify similarities and differences between other cultures and their celebrations

Meena (Hindu visitor) to help us learn about **Diwali, divas, chappatti, Rama and Sita, rangoli patterns**

Explore the history of **Bonfire Night**, Who was **Guy Fawkes?** [\(LL\)](#)

Discover why we light bonfires?

Identify dangers of a fire and fire safety

The Nativity, how and why Christians celebrate Christmas. How do you celebrate? [\(LL\)](#)

Identify traditions and discuss what each family does to celebrate this time?

Theme led learning

in

Reception

Explore space and the **planets**

Learn there are **9 planets** in our **solar system**

Learn about **Tim Peake** exploring space [\(LL\)](#)

<https://www.youtube.com/watch?v=mRuBvf-Qrno>

Learn about **Earth** and how **Christians** believe that **God** made the world – seas/land

Make **telescopes** for stargazing

Through faith, friendship and fun we learn and grow.



KNOWLEDGE & SKILLS

in

Pre-school

Explore photos and memories, encouraging children to use language to talk about what they can remember

Explore jobs that people do - **occupations**

Develop an understanding of the concept of **growth**, how people change as they grow, how objects **decay** – fruit/bread ([LL](#))

Develop a respect of the natural world – through exploration at forest school

Explore **light and dark/ shadows**

Identify parts of the body; **knees, ankles, wrists**

Theme led learning

in

Pre-school

Where do we live?

Exploring our different homes

Making homes in creative play

Simple journeys, making routes and paths to follow

Drawing and mark making exploring **paths** and routes, lines, **zig zags, waves, up and down** – relate to squiggle (journey of your squiggle)

KNOWLEDGE & SKILLS

in

Reception

Identify connections to **light and dark** ([LL](#))

Explore **reflection, brightness, darkness**

Identify parts of the body including; **waist thighs, shins, shoulders, elbows**, parts of the body inside that we cannot see; **heart, skull, stomach, lungs** ([LL](#))

Identify the changing **seasons** from **Winter to Spring** – village walk ([LL](#))

Theme led learning

in

Reception

Making comparisons to large **towns and cities** (London)

Identify **landmarks** in London – **Big Ben, Houses of Parliament, The Shard, The monument** ([LL](#)), **St Paul's Cathedral, River Thames, London Eye**

Explore historical events such as **The Great Fire of London** (**light touch** – [extended in KS1](#))

Compare items used by firemen in 1666 to today

Explore the history of the Circus

Explore photographs and artefacts from the circus in the past



KNOWLEDGE & SKILLS

in

Pre-school

Explore a simple **life cycle**

Identify gardening equipment for different purposes, use a **trowel** for digging and planting flowers

Control a watering can, identify what plants need to **grow healthy and strong**

Theme led learning

in

Pre-school

Exploring water and its properties

Fill and empty containers, how much can it hold? Pouring/ measuring/ carrying liquids

KNOWLEDGE & SKILLS

in

Reception

Explore **life cycle** of animals and plants, including animals that completely change – tadpoles/ frogs, caterpillar/butterflies ([LL](#))

Explore **floating and sinking**, identify which materials float and sink

Melting ice / freezing water ([LL](#))

Plant **bulbs and seeds** independently ([LL](#))

Take responsibility for plants, **watering, weeding**

Explore the 5 senses

What can you **taste?smell?hear?see?touch?**

Explore **vision, texture, sweet, sour, sharp, bitter, cold, hot, spicy, sticky, rough, smooth, bumpy** ([LL](#))

Theme led learning

in

Reception

Making boats, exploring materials that are **waterproof** and what makes the best boat

Exploring different **countries** in the world ([LL](#)), where have you been? Explore **maps** and identify places we have been and how we got there/ **travel/ transport**



Understanding the World - YEAR B WILLOW – AUTUMN TERM – HOW TO CATCH A STAR & ONE SNOWY NIGHT

KNOWLEDGE & SKILLS

in

Pre-school

Exploring **natural materials** to build and play, **stones, pebbles, rocks, conkers, shells**

Explore the seasons through a village walk

Explore differences in the world around them – changing **seasons**, leaves changing colour

Learn exciting vocabulary to describe their **environment** and the world around them – **village, countryside, orchards, acorns, forests, airfield, Millenium Green, church, pavement, kerb, hedgerows, footprints,**

Experience **road safety** as we walk through our village – walking on the kerb, having a awareness of **traffic**, hearing sounds such as; **aircraft** at the **airfield**

Explore how things work, wind up toys, exploring **nuts and bolts, screws and cogs – woodwork workshop**

Explore **pushes and pulls** as an introduction to **forces**

Identify pushes and pulls in their exploration and play

The Nativity, why do we celebrate Christmas?

Theme led learning

in

Pre-school

Autumn walk exploring, identifying and appreciating the world around us

Picking **blackberries/damsons** for **cooking, exploring, investigating**

Exploring the **Hindu Festival of Diwali, Festival of Light**

Bonfires and fireworks Night celebration

Discuss celebrations at home, do you visit a bonfire? Have you seen fireworks before?

KNOWLEDGE & SKILLS

in

Reception

Identify where we live, features of Defford, highlighted by our village walk exploring the **seasons** ([LL](#)) and our local environment

Identify nocturnal animals and where they live. Which **nocturnal** animals live near Defford? ([LL](#)) Which ones live in another part of the world?

Identify how **materials change** through cooking opportunities, making cakes/biscuits/play dough ([LL](#))

Identify the first line of their home address

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Discover why we light bonfires?

Identify dangers of a fire and fire safety

The Nativity, how and why Christians celebrate Christmas. How do you celebrate? ([LL](#))

Identify traditions and discuss what each family does to celebrate this time?

Theme led learning

in

Reception

STARS – shapes, exploring 2D and 3D

Spirituality themes – Who made the stars, where are the stars?

Weather – snow and ice, melting and freezing ([LL](#))

Through faith, friendship and fun we learn and grow.



Understanding the World - YEAR B WILLOW – SPRING TERM – OFF WE GO & ONCE UPON A TIME

KNOWLEDGE & SKILLS

**in
Pre-school**

Explore photos and memories, encouraging children to use language to talk about what they can remember

Explore jobs that people do - **occupations**

Develop an understanding of the concept of **growth**, how people change as they grow, how objects **decay** – fruit/bread

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Explore **light and dark/ shadows**

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Theme led learning

**in
Pre-school**

Transport types, bus, train, aeroplane, car, bicycle

Holidays and traveling around the world

The Wheels on the Bus – rhyme

Making transport to support role play and language skills/ creative development

KNOWLEDGE & SKILLS

**in
Reception**

Identify connections to **light and dark** ([LL](#))

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Identify parts of the body including; **waist thighs, shins, shoulders, elbows**, parts of the body inside that we cannot see; **heart, skull, stomach, lungs** ([LL](#))

Identify the changing **seasons** from **Winter to Spring** – village walk ([LL](#))

Theme led learning

**in
Reception**

Settings, forests, castles

What was it like to live in a castle? ([LL](#))

Kings and Queens

Through faith, friendship and fun we learn and grow.



KNOWLEDGE & SKILLS

**in
Pre-school**

Explore a simple **life cycle**

Identify gardening equipment for different purposes, use a **trowel** for digging and planting flowers

Control a watering can, identify what plants need to **grow healthy and strong**

Theme led learning

**in
Pre-school**

Grouping and sorting insects and other mini beasts

Stories such as The Very Hungry Caterpillar

The Very Lonely Firefly

Author – Eric Carle

The Crunching, Munching Caterpillar

KNOWLEDGE & SKILLS

**in
Reception**

Explore **life cycle** of animals and plants, including animals that completely change – tadpoles/ frogs, caterpillar/butterflies ([LL](#))

The Very Hungry Caterpillar- Eric Carle

Explore **floating and sinking**, identify which materials float and sink

Plant **bulbs and seeds** independently ([LL](#))

Take responsibility for plants, **watering, weeding**

Explore the 5 senses

What can you **taste?smell?hear?see?touch?**

Explore **vision, texture, sweet, sour, sharp, bitter, cold, hot, spicy, sticky, rough, smooth, bumpy**

Theme led learning

**in
Reception**

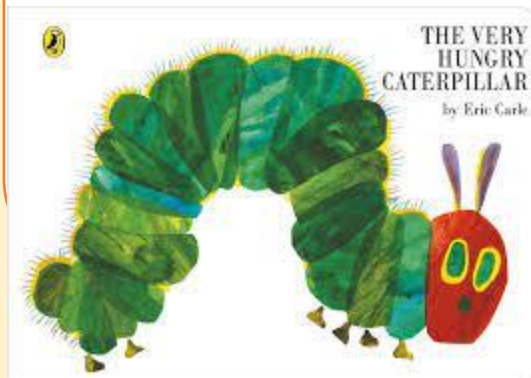
Sorting bugs – insects, mini beasts, how many legs, which ones can fly? ([LL](#))

Mini-beasts hunts , looking at **habitats, woodland, forests, dark, shady, wet, damp, sunny, underground** ([LL](#))

Life cycles of plants, sunflower seeds ([LL](#))

Non fiction books to find information and facts about plants

Growing vegetables, sorting fruit and vegetables, finding **seeds and pips, harvest,**



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