



GOLDEN VALLEY PRIMARY SCHOOL

EYFS Curriculum Overview – Understanding the World

Educational Programme

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.

In Nursery, children will have learnt to:

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| <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties.• Talk about what they see, using a wide vocabulary.• Begin to make sense of their own life-story and family’s history.• Show interest in different occupations.• Explore how things work.• Plant seeds and care for growing plants. | <ul style="list-style-type: none">• Understand the key features of the life cycle of a plant and an animal.• Begin to understand the need to respect and care for the natural environment and all living things.• Explore and talk about different forces they can feel.• Talk about the differences between materials and changes they notice.• Continue to develop positive attitudes about the differences between people.• Know that there are different countries in the world and talk about differences they have experienced or seen in photos. |
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<p>In Reception, children will learn to:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this 	<p>At Golden Valley we will teach these objectives using:</p> <p><u>Past and Present</u></p> <p>History</p> <ul style="list-style-type: none"> • First-hand experiences and visitors to compare life today with the 'olden days' • Talking with significant people about their roles in the community • Stories to look at significant events in the past • Key vocabulary to introduce chronology • Different sources to explore the past <p><u>People, Culture and Communities</u></p> <p>Geography RE</p> <ul style="list-style-type: none"> • Welly walks around the school to explore environment • Local area walks to look at features • Holiday photos • Class maps and globe • Classroom displays of maps • Visits to local facilities such as church, vets, park, library – 	<p>By the end of the Reception year, children at the expected level of development will:</p> <p><u>ELG: Past and Present</u></p> <ul style="list-style-type: none"> • 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><u>ELG: People, Culture and Communities</u></p> <ul style="list-style-type: none"> • 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;
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<p>country and life in other countries.</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<p>plotting these places on a simple map</p> <ul style="list-style-type: none"> • Visits from local people such as vicar, vet, optician, dentist, builders and looking at where they work • Looking at life in different places using fiction and non-fiction texts • Using Google Maps and street view to explore • Focused work on festivals and celebrations including Diwali, Chinese New Year, Christmas and Easter • Forest School mapping activities <p><u>The Natural World</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #FFD700; padding: 5px 10px; border: 1px solid black;">Science</div> <div style="background-color: #8B4513; padding: 5px 10px; border: 1px solid black;">Geography</div> </div> <ul style="list-style-type: none"> • Welly walks around the school environment to look at seasonal changes • Science week investigations • Explorify • Forest School activities in playground and Nowhere Woods • Planned scientific activities including: <ul style="list-style-type: none"> - Free play with ice - Free play with natural resources - Light and Dark tent - Rockets/ Space Mice - Autumn/Stickman/Hibernation - Planet research 	<ul style="list-style-type: none"> • 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><u>ELG: The Natural World</u></p> <ul style="list-style-type: none"> • 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.
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- Gravity and Magnet
- Winter/Polar Animals
- Space centre role play
- Materials
- Floating and sinking
- Bridge building
- Hatch chicks
- Visit the lambs
- Spring & Rainbows
- A virtual tour of a garden centre
- Plant fruit/ vegetable seeds
- Visit from a dentist – oral hygiene
- Farm Visit
- Pets & visit vets
- Plants in the local area
- Bug hunt in school/Forest school
- Watch caterpillars turn into butterflies
- Visit a local working farm
- Harvest home grown fruit/ vegetables
- Baby Photos
- Summer and shadows

Technology

Computing

- Interactive Whiteboard
- Class cameras
- Weekly sessions in the Computer suite to develop computer skills

Learning for Lifelong Success

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| | <ul style="list-style-type: none">• A variety of age appropriate computer games and apps• iPads• Beebots• Code-a-pillars• Safer Internet Day activities | |
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