



Early Years Foundation Stage Understanding the World



Local dance teacher taking an Indian dance session and exploring light for Diwali.

Understanding of 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.

Summer Books and All About Me Sheets

These are an important part of our settling in process but also a key way of finding out about our children so we can meet their needs and celebrate their individuality. These books contain photos and information about a child's family and home. These very special books then become part of the provision so children can share their life with the class community.

Special Experiences

Forest Schools, visits to allotments, cooking, mystery reader (sharing books from home), Indian Dance Experience (linked to Diwali), Parent visitors to share home experiences of celebrations (lived experiences from children in our classes), chick hatching experience and walks in the local area to look at places of interest e.g. The Local Church.



Forest Schools

Forest School is a long term process of frequent and regular sessions run by our trained Level 3 Forest School Practitioner. The Reception and Year 1 children across the Federation will have weekly Forest School sessions lasting 1 hour 45 minutes.



Core Books		
Autumn	Winter	Spring/ Summer
Leaf Man I am a Leaf Going on a Leaf Hunt Not a stick Stanleys stick The Gruffalo	Foggy fog forest Little Rabbit Fo Fo Stickman	Bog baby The King of Tiny Things The Little Raindrop Lucky Ducky The Happiness Tree Super worm
As and when something comes up in discussion The Something The forgotten forest Squirrels that squabble Everybodys Welcome Wild child		

Fawcett Primary School - Fawcett Primary has a little oasis of woodland within the school's environment, which was planted by the then Year 6 children in 1992.

Trumpington Meadows Primary School - has beautiful grounds on and around the school site, including two ponds, meadows, an allotment and the beautiful woodland alongside Bryon's pool

- We aim to promote the holistic development of those involved; fostering resilience, confidence, independence and creative learners.
- We will offer learners the opportunity to take supported risks appropriate to the environment and themselves
- We will use a range of learner centred processes to create a community for development and learning

Nursery children will start exploring the area on a regular basis with their familiar staff, with support from our trained Forest School

Practitioner.

Progression Grid

	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
<p>Reception ELG:</p> <p><u>Past and Present</u> Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events</p>	<p>All about me and family photos shared in class. Baby photos of staff and children.</p> <p>Talk about parents' jobs; people who help us.</p> <p>Look at old technology, old phones, Tvs etc</p> <p>Starting fairytales, talk about woodcutters, spinning wheels long long ago...</p>	<p>Visit from someone who helps us; dentist, police etc.</p> <p>role play area: fire station, police office, polling station.</p>	<p>Making bread, parent helper to come in and make.</p>	<p>Using summer books, All About Me page completed for starting school and family photographs. Listen to what children say about their family.</p> <p>Using a range of books about different families.</p> <p>Talk about jobs people have in the community- doctors, teachers, nurses, dentists, police, fire fighters, delivery drivers, shop assistants.</p> <p>Invite a member of the community or a parent in to talk about their job.</p>	<p>As part of transport and vehicles Invite: Fire Fighters and their Fire Engine</p> <p>Police and their Police Car.</p> <p>Paramedic and Ambulance</p> <p>Mystery Speaker- parent to talk about their job.</p> <p>Compare historical vehicles to now</p> <p>Discussing stories - past and present through different faiths and cultures</p>	<p>Discuss what children can do at the end of Reception in comparison to what they could do in September</p> <p>What can you do now that you couldn't do at the beginning</p> <p>Visit the local area and compare to pictures of Trumpington in the past e.g. school and buildings, local area, clothing etc</p>

<p>encountered in books read in class and storytelling.</p>				<p>When reading stories and traditional tales discuss words/actions/events that happened in the past but not now. For example the language and actions used in the Little Red Hen.</p>		
<p>Reception ELG: <u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different</p>	<p>Discuss and celebrate throughout the year depending on pupils in class - Chinese New Year, Diwali, Bonfire Night, Eid etc.</p> <p>Talking about celebrations, tasting different foods and cultural costumes etc</p>	<p>Following own interests in maps - treasure maps, globes, atlases. Looking at where we are from, where we have visited, have family.</p>	<p>Make a display of where we are from with photos. including foods and learning to say hello in different languages.</p>	<p>Discuss and celebrate the different family celebrations of children in class. For example: Diwali, Eid, Hanukkah, Christmas, Christenings, weddings, Birthdays.</p> <p>Visitors - parents that celebrate particular festivals/ share books in</p>	<p>Look at Atlases, Globes and Google Maps to identify different countries. Look at how the schools, houses and languages may be different/similar.</p> <p>Celebrating children's home language, the country their parents are from e.g. answer register in languages spoken in class/ counting etc. Share</p>	<p>Look at areas around school. For example Trumpington Meadows or Alpha Terrace. Talk about where children live- In England, Cambridge, Trumpington. What number is their house and street name/road.</p> <p>Go on walks around the area.</p>

<p>religious and cultural communities in this country, drawing on their experiences and what has been read in class.</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>Talk about different climates and how it impacts on what they wear and their environment. Explore different places you could live, igloo, cottage etc</p>			<p>home language/ sing songs</p> <p>Indian dance teacher - Diwali Dancing</p>	<p>photos of families and home life.</p> <p>Provide maps and flags of those countries - particularly focus on relevant countries for class</p> <p>Talk about Chinese New Year celebration - food tasting, decorate classroom. Explain why it is celebrated. (Plan in around date.)</p>	<p>Look at maps of Trumpington</p>
<p><u>Reception ELG</u> <u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Explore the pond area, learning how to be safe in the area. Looking at what we can see and what we can hear. Listening walks.</p>	<p>Starting seedlings off both inside/ outside and under the lamp. What are the differences?</p> <p>Making collections and looking at</p>	<p>Chicks and caterpillars. observations and drawings.</p> <p>Harvest and taste our produce.</p>	<p>Explore the 5 senses</p> <p>Create with natural resources</p> <p>FOREST SCHOOL</p>	<p>Explore water - Ice, melting, freezing.</p> <p>Share books about frozen, cold environments. Look at people and animals that live there. How do they</p>	<p>Chick Hatching Experience</p> <p>FOREST SCHOOL</p> <p>Explore the natural world- explore</p>

<p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Looking at what we want to plant, what we would like to eat and taste.</p> <p>Talk about different environments, the sea, the desert, the arctic, the rainforest etc. Play sounds from the environment.</p>	<p>different types of leaves and rocks etc. Making drawings and observations.</p> <p>Talk about seasons and the changes.</p>	<p>Looking at the difference in plants and produce.</p>	<p>Explore the natural world - explore the woodland</p> <p>Forest School rules</p> <p>Describe what they see, hear and feel whilst outside</p> <ul style="list-style-type: none"> -Autumn colours / objects - Explore the different areas of the woodland - trees, plants, flowers, mud -make tree pictures -label tree parts -Autumn transient art <p>Stories</p> <p>Leaf man</p> <p>-Bug hunting, bird watching</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>adapt? What is it like? (Going on a journey to another country - On the Move)</p> <p>FOREST SCHOOL</p> <p>Explore the natural world - explore the woodland</p> <p>Describe what they see, hear and feel whilst outside</p> <ul style="list-style-type: none"> -Spring colours / objects. - Explore the different areas of the woodland - trees, plants, flowers, mud - what happens in the Spring. <p>Bird watching / bug hunting.</p> <p>Stories</p> <p>Bog Baby</p> <p>Observational drawings and</p>	<p>minibeasts and pond life.</p> <p>Observational drawings of minibeasts.</p> <p>Make a bug hotel, bird feeder or wormery.</p> <p>Discuss staying safe in the sun.</p>
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				<ul style="list-style-type: none">- observations / drawings / sit spots- mindfulness <p>Understanding the effect of changing seasons on the natural world around them.</p>	<p>painting of flowers/plants. Talk about seasons. What are they? How are they different and how our environment looks different at different times of year..</p> <p>Explore melting, freezing, evaporation.</p>	
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