

EYFS Statutory Framework – 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.

Links to Geography

Understanding the World	<i>Additional Benedict Biscop stepping stones to challenge:</i>
Children at the expected level of development will: The 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; Children at the expected level of development will: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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.	Children at the expected level of development will: - To know where they are in the world - Identify what they pass on the way to school - To begin to have access to maps, atlases, and Digimaps for Schools -To draw a simple map (map of the provision, a walk to the post box) - Make a comparison between two different places (England and Africa) -Use books to explore landmarks (Katie in London)

Birth to Three	Three to Four	Reception
Knowledge and Understanding of the World -Explore and respond to different natural phenomena in their setting and on trips.	Knowledge and Understanding of the World -Talk about what they see, using a wide vocabulary. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Knowledge and Understanding of the World -Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. 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.

	Autumn Term	Spring Term	Summer Term
Nursery	Locational and place knowledge -To know the inside environment differs from the outside -To know that people live in different houses Geography skills and fieldwork -To know that people travel to school in different ways. Observe and record what they see. Human and physical -To know environments change and to name changes they see daily -To know that outside environments can differ e.g. the school yard is different to the field -To know that environments change (natural and manmade).	Locational and place knowledge -To know different places can be near or far Geography skills and fieldwork -To visit the local environment and name different types of transport they see. To know that transport is used to get places. Human and physical -To know that environments change (wider context). To know that plants change over time and with seasons To know that plants need to be cared for to grow and stay healthy.	Locational and place knowledge -To know that different places can be near or far Geography skills and fieldwork -To know that animals are found in different places in the environment. To locate different animals in the immediate environment and to think about how we need to care for creatures in the environment. Human and physical -To know environments around them change depending on weather.
Reception	Locational and place knowledge -To know and name key places in their lives e.g. home, school, shops, beach -To recognise different types of house -To name different features of their local environment - beach, sea, harbour, shops, Geography skills and fieldwork -To participate in visits beyond the foundation stage environment [observing and recording what they see] Human and physical -To name and explain processes they see daily -To know that plants can be grown for food. To know that plants need water, light and soil to grow. -To know that we can change the environment e.g. litter -To describe similarities and differences between places	Locational and place knowledge -To know that different places can be near or far - To know a map shows different places. -To know that Moorside is in Sunderland -To know that the world is made up of different countries. -To know that different countries have differences e.g. China – food [Chinese New Year] Geography skills and fieldwork -To participate in visits beyond the foundation stage environment [observing and recording what they see] Human and physical -To know that people cause pollution e.g. from cars, litter	Locational and place knowledge -To know that different plants can be found in different places -To know that Sunderland is in England -To know that humans build places -To name different plants/trees found in our local environment Geography skills and fieldwork -To participate in visits beyond the foundation stage environment [observing and recording what they see] Human and physical -To know that people cause pollution and that we need to look after our environment -To positively care for the local environment

Links to History

Understanding the World	<i>Additional Benedict Biscop stepping stones to challenge:</i>
Children at the expected level of development will: 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	Children at the expected level of development will: -To be prepared to ask questions using ‘what’ and ‘how’ -Be exposed to subject specific vocabulary where possible (have displayed) -To start to write simple sentences including the use of vocabulary such as past, present, older and newer. -Begin to explore important figures/significant people from the past -Have a simple understanding of chronology including their own chronology (DOB etc.)

Birth to Three	Three to Four	Reception
	Understanding the World -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family’s history.	Understanding the World -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.

	Autumn Term	Spring Term	Summer Term
Nursery	-To know significant people in their own family and how families differ. -To know key events that are celebrated by families and why they are significant. -To know symbols and items people have when celebrating.	-To know that families have similar special events and occur at specific times -To name a significant artist from the past e.g. Van Gogh. -To know that significant events happen over time and that this creates history.	-To know that memories that create history can change in and between a period of time -To know the significance of special events that occur throughout the year. -To know that significant events and celebrations are different for different cultures.
Reception	-To know that there are significant events throughout the year -To know who Guy Fawkes was and the consequences of his actions -To know the significance of poppies and the consequence of the World War.	-To know that there are building in Sunderland which show our history e.g. Penshaw Monument, Hadrian’s Wall, Wheel at Silksworth [from the mine] -To know these were built a long time ago and still stand today -To know that China and Britain have different types of rulers/monarchs -To name and describe a significant artist from the past e.g. Van Gogh.	-To know how the earth was different when dinosaurs were alive -To know that the earth has evolved and changed since the time of the dinosaur era. -To know that art styles have changed over time.

Links to Science

Understanding the World	<i>Additional Benedict Biscop stepping stones to challenge:</i>
Children at the expected level of development will: The Natural World: -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Children will begin to: - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies - use the local environment throughout the year to explore and answer questions about animals in their habitat - identify and describe the basic structure of a variety of common flowering plants, including trees

Birth to Three	Three to Four	Reception
Understanding the World -Repeat actions that have an effect. -Explore materials with different properties. -Explore natural materials, indoors and outside. -Explore and respond to natural phenomena in their setting and on trips.	Understanding the World -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. -Explore how things work -Plant seeds and care for growing plants. -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.	Understanding the World -Repeat actions that have an effect. -Explore materials with different properties. -Explore natural materials, indoors and outside. -Explore and respond to natural phenomena in their setting and on trips

	Autumn Term	Spring Term	Summer Term
Nursery	- Begin to talk about myself - Name different stages in development e.g. baby, toddler - Name facial body parts - Describe simple needs e.g. warmth food, sleep, water - Describe changes in weather and plants - Name some seasons and seasonal fruits	- Talk about Winter in greater detail i.e. the changes with the environment and plants - Talk about Spring in greater detail i.e. the changes with the environment and plants - Know appropriate clothing for better insulating in winter - Name plants that we eat - Begin to know how we care for plants	- Know animals that live inside and outside - Know animals grow from babies/eggs - Name basic features of animals - Identify invertebrates in immediate environment - Learn how we might show care for animals - To learn about changes in a lifecycle e.g. butterfly, frog
Reception	- Begin to gain an awareness in the stages of a human lifecycle e.g. baby comes before toddler - To know what their sense are - To use their senses and describe what they can sense - To describe differences and similarities - To describe changes in weather - To notice change over time e.g. change in leaf colour, decay of vegetables - To learn that some animals hibernate	- To describe changes to the environment linked to seasons and time - To name a range of materials in the environment and think about how they could be used based on their properties - Name simple parts of a plant - Name common plants found in our outdoor area	-To learn about how invertebrates adapt to survive - Identify plants they eat - Think about consumers and basic animal food chains - Think about conditions for successful plant growth - Name animals in different parts of the world - Learn about how they are adapted for survival

Links to Computing

Our pupils begin their Computing journey at Benedict Biscop in our Early Years environment. Our provision has been carefully created, to provide a range of opportunities and experiences with technology both indoor and outdoor to help develop Computing knowledge and skills. Our pupils are also taken 'beyond' our school environment into the local area experiencing both forest school and beach school provision. We want our children to develop as IT professionals and 'Computer Scientists', developing knowledge and skills through the core element of computing which are computer science, information technology and digital literacy.

Early Years Foundation Stage Computing looks at:

- Begin to understand what algorithms are through the following and giving of instructions, begin to explore how algorithms are implemented as programs on digital devices
- Begin to use technology independently and/or with support to purposefully create, organise, store, manipulate and retrieve digital content
- Begin to recognise common uses of information technology within school and beyond
- Begin to use understand how to use technology safely and respectfully with/without support, keeping personal information private; understanding where to go for help and support when they have concerns about content or contact on the internet or other online technologies

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none">- Explore items to see cause and effect- Follow a simple instruction- Know that toys/items can be turned on and off- Know how to turn devices on and off- Begin to navigate touch screens	<ul style="list-style-type: none">- Know how items/toys work e.g. through pressing, pulling lifting.- Know that they can turn on and off, know how to turn devices on and off- Know that the Internet can be used to find information.- Know that adults are needed to keep them safe- Adult is needed to keep them safe –Navigate touch screens- Begin to use specific functions like the camera on an Ipad	<ul style="list-style-type: none">- Know how items/toys work e.g. through pressing, pulling lifting.- Know that they can turn on and off, know how to turn devices on and off- Know that the Internet can be used to find information.- Know that adults are needed to keep them safe- Adult is needed to keep them safe –Navigate touch screens- Begin to use specific functions like the camera on an Ipad
Reception	<ul style="list-style-type: none">- Know how to turn on iPads- Know that internet can be used to find information.- Begin to use the Internet to find information- Know adults are needed to keep them safe.- Navigate touch screens for a specific purpose.- Know how to use iPads and cameras.	<ul style="list-style-type: none">- Use simple coding equipment- Know how to turn on iPads- Know that internet can be used to find information.- Begin to use the Internet to find information- Know adults are needed to keep them safe.- Navigate touch screens for a specific purpose.- Know how to use iPads and cameras.	<ul style="list-style-type: none">- Use simple coding equipment- Know how to turn on iPads- Know that internet can be used to find information.- Begin to use the Internet to find information- Know adults are needed to keep them safe.- Navigate touch screens for a specific purpose.- Know how to use iPads and cameras.