

Understanding the World

Understanding the world involves guiding children to make a sense of their physical world and 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 fire fighters. 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	Additional St Benet’s stepping stones:
<p>Children at the expected standard 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 observations, discussions, 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.</p>	<p>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 and atlases -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</p>

Birth to Three	Three to Four	Reception
<p>Knowledge and Understanding of the World -Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>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.</p>	<p>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. -Understand the effect</p>

Links to Geography

	Autumn Term	Spring Term	Summer Term
Nursery	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know the inside environment differs from the outside. -To know that people live in different houses. <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To know that people travel to school in different ways. Observe and record what they see. <p>Human and physical</p> <ul style="list-style-type: none"> -To know environments change and to name changed they see daily. -To know that outside environments can differ e.g. the school yard is different to the field. -To know that the environments change (natural and manmade) 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know different places can be near or far <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To visit the local environment and name different types of transport they see. -To know that transport is used to get to places. <p>Human and physical</p> <ul style="list-style-type: none"> -To know that environment 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. 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know that different places can be near or far. <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -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. <p>Human and physical</p> <ul style="list-style-type: none"> -To know environments around them change depending on weather.
Reception	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -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. <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To participate in visits beyond the foundation stage environment (observing and recording what they see) <p>Human and physical</p> <ul style="list-style-type: none"> -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. 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -To know that different places can be near or far -To know that a map shows different places -To know that Roker 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) <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To participate in visits beyond the foundation stage environment (observing and recording what they see) <p>Human and physical</p> <ul style="list-style-type: none"> -To know that people cause pollution e.g. from cars, litter 	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> -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 . <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> -To participate in visits beyond the foundation stage environment (observing and recording what they see) <p>Human and physical</p> <ul style="list-style-type: none"> -To know that people cause pollution and that we need to look after our environment. -To positively care for the local environment .

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Links to History

Understanding the World	Additional St Benet's stepping stones:
<p>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 in books read in class and storytelling</p>	<p>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 -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</p>

Birth to Three	Three to four	Reception
	<p>Understanding the World -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and</p>	<p>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</p>

	Autumn Term	Spring Term	Summer Term
Nursery	<p>-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.</p>	<p>-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.</p>	<p>-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 celebrates are different for different cultures.</p>
Reception	<p>-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 consequences of the World War.</p>	<p>-To know that there are buildings 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</p>	<p>-To know how 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.</p>

Understanding the World

Links to Science

Understanding the World	Additional St Benet’s stepping stones:
<p>Children at the expected level of development will:</p> <p>The Natural World:</p> <ul style="list-style-type: none"> -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. 	<p>Children will begin to:</p> <ul style="list-style-type: none"> -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
<p>Understanding the World</p> <ul style="list-style-type: none"> -Repeat actions that have an effect. -Explore different properties -Explore materials, indoors and outside. -Explore and respond to natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> -Use all their sense in hands-on exploration of natural materials. -Explore collections of materials with similar and/or effect different properties. -Talk about what they see, using a wide vocabulary -Explore how things work -Plant seeds and care for growing plants. -Understand 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. 	<p>Understanding the World</p> <ul style="list-style-type: none"> -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

Links to Science

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	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none">-Begin to talk about myself.-Name the different stages in development e.g. baby, toddler-Name facial, body parts-Describe changes in weather and plants.-Name some seasons and seasonal fruits.	<ul style="list-style-type: none">-Talk about Winter in great 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.	<ul style="list-style-type: none">-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	<ul style="list-style-type: none">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 the weather.-To notice change over tie e.g. change in leaf colour, decay of vegetables.- To learn that some animals hibernate.	<ul style="list-style-type: none">-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 out outdoor area.	<ul style="list-style-type: none">-To learn about how invertebrates adapt to survive.-Identify plants they eat.-Think about consumers and basic animal food chains.-Think about conditions fro successful plant growth.-Name animals in different parts of the world.-Learn about how they are adapted for survival.