

## Area of Learning and Development Understanding the World

### Educational Programme for Understanding the World

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 and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension.

<b>Past and Present</b>	<b>People Culture and Communities</b>	<b>The Natural World</b>
<p><b>ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Recall some important narratives, characters and figures from the past encountered in books read in class.</li> </ul>	<p><b>ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>	<p><b>ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## Key Learning Linked to Understanding the World

Past and Present	People Culture and Communities	
Historical Development	Cultures and Beliefs	Geographical Development
<p><b>(from P&amp;C Historical Development )</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> – talk about key events, in own lives, about family, friends, other people including significant people. <i>Talk about key roles people have in society both in the present and the past.</i></li> <li>• <b>Observe</b> – show an interest in significant events and experiences in the lives of others, including friends and family members, <i>and through books.</i></li> <li>• <b>Describe</b> – features of objects, people, places at different times, make comparisons. <i>Talk about similarities and differences</i></li> <li>• <b>Research</b> – find out about, people, places, events, objects, ask questions, use different sources to find the answers, <i>including books.</i></li> <li>• <b>Recall</b> – talk to others about what they know about a key person, character, event from the past</li> <li>• <b>Chronology</b> – order simple experiences in relation to themselves,</li> </ul>	<p><b>(from P&amp;C / Cultures and beliefs)</b></p> <ul style="list-style-type: none"> <li>• <b>Communication</b> – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about <i>their</i> family, friends and the local community. <i>Know about people they know are similar, how they are different</i> in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.</li> <li>• <b>Respect</b> – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</li> <li>• <b>Observe</b> – look closely and consider their own culture and religion and that of the people <i>in their own community. Look closely and observe at the lives of people in communities in other countries within the world.</i></li> <li>• <b>Describe</b> – culture and religion in relation to themselves, friends, family, <i>and</i> other people within their community <i>based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.</i></li> </ul>	<p><b>(from the world)</b></p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> talk about the features of <i>their immediate environment and other places – familiar and those they have learnt about.</i></li> <li>• <b>Mapping:</b> recognise, know about <i>and describe</i> features of different places – <i>their immediate environment / other familiar places / places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc.</i></li> <li>• <b>Fieldwork:</b> look closely at similarities and differences between <i>their immediate environment and</i> different places <i>they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences..</i></li> <li>• <b>Enquiry:</b> comment and ask questions about <i>their immediate environment, other places which are familiar to them, and places they have learnt about.</i></li> <li>• <b>Use of Technology:</b> use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the</li> </ul>

<p>and others including stories, events, experiences.</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> - recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.</li> <li>• <b>Research</b> – show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives.</li> <li>• <b>Vocabulary</b> – language of tolerance, respect and co-operation.</li> </ul>	<p>internet) to make observations or find information about their immediate environment, different locations and places.</p>
<h3>The Natural World – Working Scientifically</h3>		
<ul style="list-style-type: none"> <li>• <b>Explore/Observe:</b> look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.</li> <li>• <b>Describe:</b> talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time.</li> <li>• <b>Record:</b> draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or scrapbooks,</li> <li>• <b>Questioning:</b> shows an interest in/is curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.</li> <li>• <b>Explain:</b> talk about what they know and what they have learnt about the natural world, talk about why things happen/occur in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Equipment and measures:</b> use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).</li> <li>• <b>Compare/sort/group/identify/classify:</b> notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about</li> <li>• <b>Test:</b> make suggestions, show resilience, work with others.</li> <li>• <b>Vocabulary:</b> use simple vocabulary to name and describe objects, materials, living things and environments.</li> </ul>	

*relation to different processes e.g. ice melting, seasonal changes.  
talk about how things work.*

- **Research:** *talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).*