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|  | Understanding the World (The Natural World) | | | | | | | |
|  | Development Matters | | | | | | | |
|  | 1. Talk about what they see, using a wide vocabulary 2. Show interest in different occupations 3. Continue developing positive attitudes about the differences between people. 4. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 5. Talk about members of their immediate family and community. 6. Name and describe people who are familiar to them 7. **Draw information from a simple map.** 8. **Understand that some places are special to members of their community.** 9. **Recognise that people have different beliefs and celebrate special times in different ways.** 10. **Recognise some similarities and differences between life in this country and life in other countries.** 11. **Explore the natural world around them.** 12. **Describe what they see, hear and feel whilst outside.** 13. **Recognise some environments that are different to the one in which they live.** 14. **Understand the effect of changing seasons on the natural world around them.** 15. **ELG** Explore the natural world around them, making observations and drawing   pictures of animals and plants.   1. 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.   1. Understand some important processes and changes in the natural world 2. around them, including the seasons and changing states of matter. 3. Describe their immediate environment using knowledge from observation,   discussion, stories, non-fiction texts and maps.   1. 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. 2. 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. | | | | | | | |
|  | Knowledge | | | | | | | Skills |
|  | * Know about the features of their setting and immediate environment * Know about features of places in the world that are cold * Understand some important processes and changes in the natural world around them including the seasons | | | | | | | * Can explore, talk and ask questions about their environment * Use small world and maps to create their own environments * Explore the local area and identify built and natural * Can talk about similarities and differences between where we live and contrasting environments |
|  | **Autumn 1** : | | | | | | | Vocab |
|  | Knowledge | | | | Skills | | | Creative area, reading corner, home corner, water area, sand tray, etc Names of staff members farm road path school  Autumn berries leaves trees hibernate  Me same different hair colour eyes |
| **Where do I belong?** | Know the name of their school and the roles of some people who work there.  Know some features of their setting and immediate environment  Know and name places in the classroom/outside area.  Know and name some signs of Autumn | | | | Name and locate places in the classroom  Begin to name and describe their family  Talk about themselves and how they are the same/different to others  Begin to talk and ask questions about the seasonal changes they see  Identify seasonal patterns and change | | |
|  | 1 Linked to transition – name some places in our classroom/outside area. Show photos of class toy. Encourage use of locational language.  2 Who’s in our school? introduce children to staff in school and discuss jobs/roles.  3 Share texts What Makes Me Me? And Super Duper You- talk about similarities and differences between themselves and their friends  4 Share the text of the Little Red Hen and discuss setting. Model labelling mill/hen house/pond/path  5 Talk about changes in season. Discuss the signs of Autumn  6 Field trip around school. What changes can we see? | | | | | | | |
|  | **Autumn 2** | | | | | | | Vocab |
| **Why and how do we Celebrate?** | **Knowledge** | | | | | **Skills** | | Wood river sea sky path journey place Heeley trees shed climbing frame mud kitchen roundabout sleigh santa map over around up down |
| Know that a journey is to travel from one place to another  Name features of the outdoor area  Know that some images can be aerial | | | | | Sequence a simple journey  Create a simple map  Use some directional language  Use some locational/positional  language | |
|  | 1Linked to text of The Birthday Invitation learn and name the places represented in the fictional journey  2Sequence the journey of the invitation and create a simple map of the route represented by places  3Linked to the festival of Christmas discuss where Santa lives and the journey that he takes around the world  4 Discuss the name of the local area and explore an aerial image of school.  5 Label a simple map of the outside area to help Santa find his way to school. | | | | | | | |
|  | **Spring 1** | | | | | | | Vocab |
| **What is it like in cold places?** | Knowledge | | | | | | **Skills** | cold ice snow trees bare seasons freezing land sea arctic map globe earth habitat polar bears penguins seal arctic fox ice glacier mountain rock ocean sea |
| Know and name some signs of Winter  Know some features of Polar regions/cold places  Know that we live on a planet called earth  Know where the arctic regions are located  Know the types of animals that live in the Polar regions | | | | | | Talk about similarities and differences between own environment and Polar regions  Describe how some animals survive in the polar regions  Talk about similarities and differences between seasons  Identify seasonal patterns and change  Talk and ask questions about changes they see. |
|  | 1. Talk about changes in season. Discuss the signs of Winter  2. What changes can we see?  3 Introduce the Arctic using google earth. Why is it white? Who could live there?  4 Discuss the environment. How is it the same/different to where we live? How do animals survive there?  5 Introduce the Antarctica using google earth. How is it the same different to the Arctic?  6 How do penguins survive in Antarctica? Why is it a good habitat for them? | | | | | | | |
|  | **Spring 2** | | | | | | | Vocab |
| **Where can we go?**  **How can we get there?** | **Knowledge** | | | **Skills** | | | | Journey route road path forward left right up down over around between view houses Crows Nest, Playground white horse church street city town map  London, Paris, Venice City |
| Know some different ways to travel  Know features of their local area  Know about and name our local park  Begin to know the name of a variety of other places in our world from stories we have shared | | | Ask simple geographical questions  Make simple maps  Identify some built and natural parts of the local area  Describe/recount a simple journey to the park  Talk about cities from a fictional story  Describe the effects of seasonal change in their local environment | | | |
|  | 1. Linked to stimulus of The Gingerbread Man children visit the local park to look for him. Where is our local park? What is it called? Where will we need to look? 2. Field trip to the local park- record what we see with photos/ drawings 3. Where did we find the gingerbread man? Can we describe our journey? Which places did we find the clues? 4. Linked to the text of Emma Janes Aeroplane locate the places she visited in the story on google earth. 5. Sequence the cities she visited in order on a simple story map 6. Talk about changes in season. Discuss the signs of Spring 7. Spring walk. What changes can we see? | | | | | | | |
|  | **Summer 1** | | | | | | | Vocab |
| **What can grow?** | **Knowledge** | | **Skills** | | | | | Habitat home creature bug minibeast slug snail spider woodlouse in between under inside |
| Know places in the outside area that provide habitats for minibeasts | | Use positional language to describe places  Describe similarities and differences in relation to places and habitats  Talk and ask questions about the immediate environment  Label a simple map | | | | |
|  | 1 Linked to text Mad about Minibeasts discuss the different places/habitats where minibeats live  2 Where might we find minibeasts in our outside area?  3 Label on a map of the outside area the different places where minibeasts live. | | | | | | | |
|  | **Summer 2** | | | | | | | Vocab |
| **Who wants to be beside the sea?** | **Knowledge** | **Skills** | | | | | | Seaside cliff rocks rock pool beach sea park Heeley shops houses swimming baths bricks  journey |
| Know some features of the seaside/coast landscape  Know the difference between land and sea on the map  Know the Britain is an island surrounded by sea | Describe the seaside landscape  Name and describe features of the local area  Describe similarities and differences between Heeley and the seaside  Locate the sea on a map | | | | | |
|  | 1Where is the seaside? Explore a map of Britain and locate the sea  2 Explore Sheffield/Heely on a map  3 What do we see at the seaside? Name some natural features and man made/built  4 Compare Heeley and the seaside. What can we do at the seaside? in Heeley? | | | | | | | |
|  | End Point  Children know about similarities and differences in relation to places, objects, materials and living things. They know about the features of their immediate environment and how environments are different. | | | | | | | |