

## EYFS Long Term Planning – Understanding of the World

2-year olds • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>All about me</b> Explore the classroom, school grounds to become familiar with the environment. Follow directions related to movement e.g come here, sit down. Explore the wild garden. Exploring and walking through the grass that could be wet, dry, long and short. Talk about the weather. sun, rain</p>	<p><b>Colours everywhere</b> Exploring the wild garden and collecting natural materials such as conkers, pine cones and leaves. Learning the names of autumn artefacts we find. Talking about different colours we see outside. Exploring squelching in mud with wellies. Talk about the weather cold, hot, rain, sun</p>	<p><b>Under the sea</b> Exploring water and sand in trays and in puddles, splashing in wellies and standing barefoot in sand. Exploring rain and putting up an umbrella. Exploring the changes to water when we add bubbles. Talk about the weather. Wind, rain, sun, hot, cold</p>	<p><b>Transport</b> Creating different vehicles and talking about how they move. Bubble wrap road, exploring textures. Colour sorting and shape matching. Traffic light sensory play. Outdoor car wash with the bikes. Exploring land, water and air vehicles. Looking at fast and slow. Floating and sinking. Talk about the weather. Sunny, Windy, raining</p>	<p><b>Minibeasts</b> Looking for minibeasts in the wild garden and digging for worms. Searching for signs of spring, daffodils and blossom. Looking at butterflies and creating a butterfly garden, exploring the butterfly’s life cycle. Talk about the weather, warm, bright</p>	<p><b>Summer time</b> Growing and planting seeds, looking at how to care for plants and what needs to grow. Exploring making porridge and talking about the texture. Sloppy, hard .</p>

**F1 • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different prop • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and living things. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Here we are</b>            Look at where the children live, who is in their house, compared to their school environment. Walk around school to explore new environments. Notice key human and physical features- This is our play area. This is F2's play area. This is Year 1's playground.            Model drawing a map and look at where the children's outdoor play areas are in comparison to each other. Talk about places they have visited outside of school            Daily weather discussions            House/home Path/road</p>	<p><b>Nursery rhymes</b>            Linked to Forest Schools- Observe the outdoor environment (Making observations) photograph. Weather activities. Autumn walks- discuss children's observations of the world around them. What do they notice?            Follow and understand movement such as turn around, come forwards, move backwards. Daily weather discussions            Autumn</p>	<p><b>Traditional tales</b>            Compare locality of Goldilocks (forest) to Gingerbread man (Farm/town) Daily weather discussions. Talk about their own environment and compare that to the environments in stories.</p>	<p><b>Who's in the garden</b>            Children to explore/ observe wild garden. Share ideas on how to improve the area. Design and build a bug house to attract mini beats. Model how to care and show concern for living things and the environment. Talk about some of the things they have observed such as plants, animals, natural and found objects. Develop an understanding of growth, changes over time. Grow cress and observe fruit decay. Daily weather discussions Growth Spring</p>	<p><b>Our wonderful world</b>            Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Talk about different countries in the world children might have heard of or experienced. Look at some pictures and talk about how we might travel to these places. Daily weather discussions Travel Land Sea/ocean land water</p>	<p><b>People who help us</b>            Look at people who help us, police, nurses, fire brigade, Look at these occupations and how they look in different countries. Similarities and differences between vehicles.            Transition to a new building/classroom environment when they go to F2. Daily weather discussions            Summer observations</p>

**F2 • 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. • Describe what they see, hear and feel whilst outside. • 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.**

**ELG People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.**

**The Natural 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 class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>New Beginnings</b></p> <p>Talk about their home and places that I know. Buildings in our local area. Can we recognise buildings? Sort building into new and old? Materials- What are buildings made from? How are buildings made around the world? Forest schools - Base camps and keeping safe Our school – walk around our school look at maps and aerial photos of Town Lane Walk to our local church. Can children draw their own simple map based on the school ground? Buildings, concrete, strong, weak, map, address.</p>	<p><b>Abacadabra</b></p> <p>Autumn Walk observations. Why do the leaves change colour? Describing something by comparing it e.g bigger, smaller, like, dislike. Use their senses to describe our world. Forest schools – making observations and beginning to give reasons for what they can see (seasons, natural world, animals) Daily weather discussions Explore festivals/cultural events</p> <p>Seasons, changes, autumn.</p>	<p><b>The world and beyond</b></p> <p>Forest schools Space- Discussions about the first man on the moon Planets-Mapping Know that some places in the world are hot. Some places are cold. We need to change what we do/wear in response to the climate. Know that the weather changes depending on where we are in the world and the seasons. Understand everyone has different ideas that we may or may not agree with. Daily weather discussions</p>	<p><b>Light and dark</b></p> <p>Forest schools We're going on a bear hunt – making large sensory maps. Use directions and positional language. Know that a map is about a place and that signs and symbols can tell us about a place Walk around the local area and go on their own bear hunt. Spring walk – noticing changes from autumn Daily weather discussions Directional language- In front, behind Dark, gloomy,</p>	<p><b>Dig Dig Dig</b></p> <p>Animals in their habitats. Where do hedgehogs and other minibeasts live? Why do they live there? Patterning, identifying and classifying Changing environment/habitats Explore our local environment and the plants and flowers that have grown. Visit to the Urban farm Forest schools - Rosie wood and looking after Rosie Minibeast hunt- compare similarities/differences/patterns</p>	<p><b>Yummy stories</b></p> <p>Foods from around the world. Introduction a globe/ map Research other countries and what they are like. How are they different from England? How are their lives different from other children in different countries? Discuss summer and the changing season . Look at travel and different modes of transport.</p>

