

Understanding the World: Overview



	The Natural World	Past and Present	People, Culture and Communities
N2	<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 different natural phenomena in their setting and on trips. 		<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people.
N3/4	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Plant seeds and care for growing plants. • Explore and talk about different forces they can feel. • Understand the key features of the life cycle of a plant and animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Rec	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Talk about members of their immediate family/community. • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that places are special to people in their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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/ • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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; • 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.



Understanding the World: Milestones



Natural World

	Environmental Science	Forces & Motion
N2	<ul style="list-style-type: none"> • Experience different natural phenomena in own setting or on visits. • Uses senses to explore natural world around them. • Talk about changes in the weather. • Help to look after plants in a class garden. <p>NB: At this age and stage, children’s focus is primarily on their own development, rather than the wider world as they start to develop their own independence and make sense of the world around them.</p>	<ul style="list-style-type: none"> • Use their senses to explore materials with different properties. • Enjoy exploring natural materials. • Repeat actions again and again. • Observe effects when actions are repeated.
N3-4	<ul style="list-style-type: none"> • Use their senses in hands on exploration of natural materials, including grass, mud, rock, water, and sand. • Sort clothing to wear and dress appropriately for a range of different types of weather, including sunny, rainy, windy and snowy. • Describe natural phenomena related to weather, including puddles when it rains, shadows in the daytime, and rainbows where there is sunshine and rain. • Observe and name processes of melting and freezing. • Identify that certain animals live in different habitats and environments. • Plant seeds and look after growing plants with support, recognising the fact that plants need (at least) water and light to grow. • Match animals to their young and name a range of farm animals. • Describe the simple life cycles of some animals. 	<ul style="list-style-type: none"> • Use their senses in hands on exploration. • Describe and sort materials as artificial (man-made) or natural. • Explore and sort objects as to ones that float and sink in water. • Explore and talk about different forces they can feel, including pushes and pulls and magnetic attraction and repulsion. • Sort collections of materials – including plastic, wood and fabric – with similar and/or different properties. • Use vocabulary such as hard, soft, rough, smooth, shiny or dull to describe materials. • Explore what happens when materials and objects are placed in water, including materials that will dissolve in or absorb water.
Reception	<ul style="list-style-type: none"> • Identify the differences in wildlife that we see and the weather patterns in spring and winter. • Identify a range of animals, including insects and spiders that live in habitats around the school. <p>Explore, make observations, and ask questions about the natural world, gaining a developing understanding of important processes and changes they observe.</p>	<ul style="list-style-type: none"> • Describe what they see, hear and feel when exploring forces and materials. • Talk about changes they observe e.g. melting and freezing, cooking. <p>Use accurate vocabulary to describe the properties of materials and talk about forces they have experienced.</p>



Understanding the World: Milestones



Past and Present

	Family and Community	Change and Historical Importance
N2	<ul style="list-style-type: none"> • Explore small world families and link to core text <i>Owl Babies</i>. • Talk about members of their family and photographs with them in. <p>NB: At this age and stage, children's focus is primarily on their own development, rather than the wider world as they start to develop their own independence and make sense of the world around them.</p>	<ul style="list-style-type: none"> • Talk about days of special importance to themselves e.g.: their birthday.
N3-4	<ul style="list-style-type: none"> • Say who lives in their house. • Name their immediate family • Mimic familiar adults engaged in everyday tasks • Talk about roles of the adults they live with • Name and talk about their extended family • Talk freely about family and home life, including routines and customs. • Show an interest in occupations linked to transport and farms. 	<ul style="list-style-type: none"> • Talk about how they have changed from being a baby. • Say how children and adults are different. • Recall special times, such as birthdays they remember in their life. • Say how many years old they are.
Reception	<ul style="list-style-type: none"> • Talk about the occupations of people they live with. • Name and talk about their extended family. • Discuss different occupations of family members and people who are known to them. • Ask questions to find out more about different occupations. <p>Talk confidently about the lives of their immediate and extended family, and people who are important to them in their community.</p>	<ul style="list-style-type: none"> • Comment on historical characters they see in books. • Distinguish between past and present when looking at photographs, objects and books. • Talk about similarities and difference between past and present when looking at photographs of their locality. • Use vocabulary such as now, then, before, after and a long time ago. • Compare images of a historical monarch (Queen Elizabeth I and/or Queen Victoria) and Queen Elizabeth II. <p>Compare characters, places and objects from the past, sharing similarities and differences that they notice.</p>



Understanding the World: Milestones



People, Culture and Communities

	Geography	Religion & Worldviews
N2	<ul style="list-style-type: none"> Identify unfamiliar environments through play and in core texts. Begin to speak about unfamiliar environments from their immediate surroundings. <p>NB: At this age and stage, children's focus is primarily on their own development, rather than the wider world as they start to develop their own independence and make sense of the world around them.</p>	<ul style="list-style-type: none"> Talk about experiences in their own lives. Start to understand when there are special days such as celebrations.
N3-4	<ul style="list-style-type: none"> Tell you something about where they live <i>e.g the number of their house, the street where they live, something that is near their house.</i> Locate the UK on a globe. Locate the North Pole and South Pole on a globe. Locate Africa on a globe. Talks about features of their immediate environment and compare this to different environments, including the Serengeti [grassland in Africa] and the Congo Basin [tropical rainforest in Africa]. 	<ul style="list-style-type: none"> Talk about recent experiences in their own lives and those close to them. Talk about how they celebrate special days such as their birthday. Know there are differences between different individuals and families. Develop positive attitudes about differences between people.
Reception	<ul style="list-style-type: none"> Use geographical vocabulary, including beach, hill, forest, river, sea, village, town and city to describe environments. Locate Kenya on a globe. Understand that a map is a drawing from above. Give and interpret locations and directions using prepositional and directional language like bigger, smaller, nearer, further [but not left and right]. Use simple picture maps and oblique aerial photographs (taken from diagonally above) to identify familiar features and use a basic set of symbols and key. <p>Talk about and compare their immediate environment and different environments they have been taught about, using some accurate geographical vocabulary.</p>	<ul style="list-style-type: none"> Talk about what they celebrate. Comment on pictures of festivals celebrated by others. Talk about similarities and differences between their experiences and those of others from different religious groups and cultures. <p>Develop positive attitudes to the similarities and differences between different religious and cultural communities in this country and join in shared celebrations.</p>

