

### EYFS Long Term Plan-Understanding the World

	<b>ELGs- The Natural World</b> <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>		<b>ELGs- People, cultures and communities</b> <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>		<b>ELGs- Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of 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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>School BIG Question</b>	<b>Cycle 1 Who Am I? Cycle 2</b>		<b>Cycle 1 What is my heritage and culture? Cycle 2</b>		<b>Cycle 1 Local History/Geography study Cycle 2</b>	
<b>Year Group Line of Enquiry</b>	<b>Amazing Me!</b>	<b>Let's Celebrate!</b>	<b>People Who Help Us</b>	<b>Ready, Steady, Grow!</b>	<b>Down on the Farm</b>	<b>Under the sea</b>
<b>Quality Text</b>	Grandpa – John Burningham; Owl Babies – Martin Waddell; Wanted: The Perfect Pet – Fiona Robertson Lost and Found – Oliver Jeffers; A Great Big Cuddle: Poems for the Very Young – Michael Rosen and Chris Riddell;	Non-fiction texts about Divali, hannukah, bonfire night, advent, Christmas Binny's Diwali by Thrity Umrigar & Nidhi Chanani	The Three Little Pigs-Trad. What do people do all day? – Richard Scarry A Place called Home – Kate Baker I Love Chinese New Year Eva Wong Nava & Li Xin	Jack and the Beanstalk The Very Hungry Caterpillar The little Red Hen-Trad Where food comes from: Seeds to Bread by Sarah Ridley	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton	Rainbow Fish Pirates Love Underpants Harry saves the Ocean – Sylva Fae Michael Recycle – Ellie Bethel The dinosaur who pooped a pirate The dinosaur who pooped a princess
<b>Visits and visitors</b>	None this term	<ul style="list-style-type: none"> <li>Visit - to the church (no cost)</li> <li>Visit – Corby library and theatre visit, Or pantomime. (cost)</li> </ul>	<ul style="list-style-type: none"> <li>Visitors- Police, Fire service, dentist, (no cost)</li> <li>Visitor from school community to talk</li> </ul>	This term or next term - Visit - Kingswood (cost)	Visit – Farm (cost)	<ul style="list-style-type: none"> <li>Princess/mermaid and Pirate Experience Day in school (no cost)</li> </ul>

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		Visitor from school community to talk about Diwali? (no cost)	about Chinese New Year? (no cost)  This term or next term - Visit - Kingswood (cost)			
The Natural World	<p>During the <b>Autumn</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Identify and recognise the name of the town that they live in. (Our school, our town, our community)</li> <li>-Talk about local and daily weather changes in the town that they live in (daily calendar)</li> <li>-Explore and describe what they can see, hear, feel and smell outside. (Autumn explorations, outside area, local area)</li> <li>-Talk about forces they can feel e.g. push, pull (Exploring magnets, vehicles in play)</li> </ul>	<p>During the <b>Autumn</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Recognise that seasons have different weather patterns.</li> <li>-Compare the seasons of Autumn and Winter.</li> <li>-Follow a simple map (map of classroom, school)</li> <li>-Identify the physical features of their local environment/local park.</li> <li>-Identify the physical features of a woodland and the animals that live there (Books)</li> <li>-Talk about the differences between materials and changes they notice. (Cooking)</li> </ul>	<p>During the <b>Spring</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Recognise some similarities and differences between life in this country and life in other countries. (Home-School link: Sharing own/families experiences of other countries)</li> <li>- Explore materials with similar and/or different properties.</li> <li>-Explore and talk about the natural world (See book list for this term-links to life in other countries, maps)</li> <li>-Talk about the differences between materials and</li> </ul>	<p>During the <b>Spring</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Identify physical features of a farm and compare to their local area (Farm Trip).</li> <li>-Compare the seasons of Winter and Spring</li> <li>-Draw information from a simple map. (Map of the classroom farm).</li> <li>-Describe the life cycle of a butterfly (caterpillars in class-making observations, drawing)</li> <li>-Plant seeds and care for growing plants (Making observations, drawing)</li> <li>-Plant seeds and care for growing plants (Making observations, drawing)</li> <li>-Talk about changing states of matter (Science week)</li> </ul>	<p>During the <b>Summer</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Identify animals that live on land and animals that live in water.</li> <li>-Contrast the natural world around them with different environments. (town, seaside, farm)</li> <li>-Talk about the differences between materials and changes they notice. (Cooking)</li> <li>-Understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p>During the <b>Summer</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Compare the seasons of Spring and Summer</li> <li>-Recognise some environments that are different to the one which they live (books, story settings)</li> <li>-Locate where they live on a world map and know there are different countries in the world</li> <li>-Identify animals that live on land and animals that live in water. (Making observations, drawing)</li> <li>-Contrast the natural world around them with different environments. (town, seaside)</li> </ul>

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			<p>changes they notice (ice)</p> <ul style="list-style-type: none"><li>-Describe animals and plants</li><li>-Look at and makes maps of the local environment</li><li>-Describes a journey in the local environment</li></ul>	<p>experiments. Food colouring in plants, cress/grass in different places)</p>		<ul style="list-style-type: none"><li>-Make observations of ocean habitat, seaside environment.</li><li>-Talk about the differences between materials and changes they notice (floating/sinking)</li><li>-Understand the need to respect and care for the natural environment and all living things.</li></ul>
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<p>People, cultures and communities</p>	<p>During the <b>Autumn</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Talk about their family and people in the community and their roles.</li> </ul>	<p>During the <b>Autumn</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Talk about how different people celebrate. <b>(Learn about and share experiences of below celebrations)</b></li> <li>-Talk about some special places for people in our, and others, communities and identify how life is different.</li> <li>-Knows that Collective Worship is part of the life of the school community.</li> </ul>	<p>During the <b>Spring</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Talk about the roles of people in society.</li> <li>-Talk about some special places for people in our, and other communities.</li> <li>-Talk about what is the same and different in life in this country and in other countries.</li> <li>-Talk about the lives of people they are familiar with and their roles. <b>(visits out, visitors in)</b></li> <li>-Look at and makes maps of the local environment</li> <li>-Describes a journey in the local environment</li> </ul>	<p>During the <b>Spring</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Talks about some features of the Catholic Church and knows that the school is connected to the Parish.</li> </ul>	<p>During the <b>Summer</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>-Talk about the roles of people in society. <b>(Learn about farmers etc)</b></li> <li>-Knows some similarities and differences between different religious and cultural communities in this country.</li> </ul>	<p>During the <b>Summer</b> term children will learn to:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment.</li> <li>-Talk about what is the same and different in life in this country and in other countries.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Past and Present</b></p>	<p>-Talk about changes that have happened to them throughout their life.</p> <p>-Talk about what they can see in pictures of the past. (Remembrance Day photos)</p>	<p>-Begin to talk about the past e.g. no TV, different toys/clothes using photos and physical artefacts. (Christmas in the past: chronological order)</p> <p>-Understand the difference between past and present and builds knowledge of key historical events.</p> <p>-Have an awareness of the past linked to themselves and their family and how it has changed.</p>	<p>- Talks about significant historical events and how things were different in the past.</p>	<p>-Talk about changes that have happened to them throughout their life.</p>	<p>-Talk about the past using books and stories, talking about the characters, settings and events.</p> <p>-Give similarities and differences between the past and now.</p>	<p>-Talk about the past using books and stories, talking about the characters, settings and events.</p> <p>-Give similarities and differences between the past and now.</p>
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