

### 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>Who Am I?</b>		<b>What is my heritage and culture?</b>		<b>Local History/Geography study</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>Under the sea</b>	<b>Down on the Farm</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	Rainbow Fish Pirates Love Underpants Michael Recycle – Ellie Bethel Harry saves the Ocean – Sylva Fae	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton
<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, Gruffalo's Child (5/10) 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>	<ul style="list-style-type: none"> <li>Visit- Stratford Butterfly Farm (cost)</li> </ul>	Princess/mermaid and Pirate Experience Day in school (no cost)	Visit – Farm (West Lodge) (cost)

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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>-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>	<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>

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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. <i>(Learn about and share experiences of below celebrations)</i></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. <i>(visits out, visitors in)</i></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>- 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>	<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. <i>(Learn about farmers etc)</i></li> <li>-Knows some similarities and differences between different religious and cultural communities in this country.</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>-Give similarities and differences between the past and now.</p>
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