



DETERMINATION RESPECT EMPOWERMENT APPRECIATION MOTIVATION SAFETY
IF YOU CAN DREAM IT, YOU CAN DO IT!

Understanding of the World- Progression and skills

Key texts to unlock the learning



Curriculum end goals

ELGs Past and Present	KS1 History
<p>Past and Present 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>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory, where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)• the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)• significant historical events, people and places in their own locality.

Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Chronology	<ul style="list-style-type: none"> ▪ Retell a simple past event directly related to them in correct order, e.g., went on swings, hurt knee. ▪ Begin to anticipate times of the day such as mealtimes or home time. ▪ Begin to know the days of the week (e.g. through song) and the word today. ▪ Begin to understand some talk about the immediate past and future. 	<ul style="list-style-type: none"> ▪ Re-tell simple past events related to their own lives in the correct order. ▪ Begin to describe a sequence of events, real or fictional, using words such as first ... then ▪ Begin to develop chronological understanding, e.g. ordering photos of themselves. ▪ Can predict routines linked to established timetabling, e.g. next we will ▪ Know the days of the week, e.g. through song. ▪ Begin to know the months of the year. 	<ul style="list-style-type: none"> ▪ Know the difference between long ago and now. ▪ Order modern and old objects or events using everyday language related to time. ▪ Know 'my life' is different from the lives of people in the past. ▪ Know the days of the week, months of the year and about New Year. ▪ Begin to experience measuring time with timers and calendars. ▪ Know that a clock / watch tells us what time it is / when to do things.
Essential vocabulary	day, night, morning, afternoon, today, days of the week	before, after, next, now, yesterday, tomorrow	time, week, month, year, later, long ago

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ the class visual timetable ▪ days of the week ▪ months of the year ▪ how to order simple events ▪ ordering vocabulary, e.g. now, next, then, today, tomorrow ▪ how to use simple timers ▪ what a clock / watch is for ▪ some differences between long ago and now 	<p>Domestic role play</p> <ul style="list-style-type: none"> ▪ clock, calendar, cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories 	<p>Maths area</p> <ul style="list-style-type: none"> ▪ timers ▪ calendars ▪ wooden puzzle clocks (to put numbers in) ▪ loose parts for ordering objects, e.g. smallest to largest / vice versa ▪ season cards for ordering ▪ months picture cards for ordering ▪ visual timetables for sequencing 	<p>Outdoor playing games area</p> <p>Playing games area (outdoor)</p> <ul style="list-style-type: none"> ▪ How many xxx can they complete in xxx time? ▪ beanbags (different colours) ▪ selection of hoops ▪ balls of different sizes and colours ▪ baskets ▪ skipping ropes ▪ parachute ▪ obstacle course equipment ▪ tunnels ▪ space hoppers ▪ timers 	<p>Pupils will also meet this in other aspects of the provision, for example, daily visual timetables, daily maths meetings – calendar – day, date, weather, seasons; when looking at themselves and their families and how they have changed; when singing songs linked to days of the week, months of the year; through stories such as <i>Nursery? Not Today!</i></p>

Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Changes within living memory (link to UTW Science and UTW Geography – Seasonal Change)	<ul style="list-style-type: none"> ▪ Show interest in photographs of themselves and other familiar people and objects. ▪ Begin to match adult and baby animals. ▪ Observe changes in the weather and in their environment. 	<ul style="list-style-type: none"> ▪ Order photos of themselves and talk about how they have changed (link to their birthday). ▪ Develop an understanding of growth, decay and change over time. ▪ Make observations of animals and plants and explain why some things occur and discuss changes. ▪ Observe and talk about changes in the seasons and weather. 	<ul style="list-style-type: none"> ▪ Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology. ▪ Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents. ▪ Develop an understanding of how houses, clothes, transport and toys have changed over time. ▪ Know about life cycles, e.g. butterfly and frog, and recognise that humans (and animals) change over time, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly. ▪ Relate the changing seasons to the passing of time.
Essential vocabulary	old, new, young, weather, day, night	order, change(d), grow(th), season, die (plants)	past, present, life cycle, adult, toddler

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ the differences between adult and baby animals ▪ weather and seasons ▪ changes in animals and plants and life cycles ▪ how familiar things have changed over time, e.g. toys, houses, transport ▪ how to compare, e.g. what life was like for them compared to what life was like for their grandparents 	Outdoor science area <ul style="list-style-type: none"> ▪ thermometer ▪ windmills, twisters, turbines, ribbons, scarves to explore movement and wind ▪ rain collectors / rain gauge ▪ Cameras, iPads 	Small world <ul style="list-style-type: none"> ▪ historical and modern figures ▪ historical and modern doll's house furniture ▪ historical and modern cars ▪ animals and their young for matching 	Investigation area <ul style="list-style-type: none"> ▪ magnifying glasses ▪ sorting hoops (sorting seasonal clothes) ▪ natural and interesting seasonal artefacts, e.g. pinecones, acorns, conkers ▪ plants for observation ▪ rotting fruit / veg ▪ photos of humans and animals for ordering and sorting ▪ butterfly eggs / caterpillars ▪ frogspawn 	Pupils will also meet this in other aspects of the provision, for example: bring your grandparent to school days; when reading historical / seasonal stories; when walking to and from school observing people and weather; when learning about themselves and looking at their families and similarities and differences. Routines should also incorporate daily conversation about the days / month / season / weather.

Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Their families (link to Geography and RS)	<ul style="list-style-type: none"> ▪ Have a sense of own immediate family and relations and pets. ▪ In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. ▪ Notice differences between people. 	<ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family's history. ▪ Enjoy joining in with family customs and routines. ▪ Recognise and describe special times or events for family or friends. ▪ Linked to family / friends, show interest in different occupations and ways of life indoors and outdoors. 	<ul style="list-style-type: none"> ▪ Talk about past and present events in their own life and in the lives of family members. ▪ Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. ▪ Linked to their family / people they know, understand that when you grow up you don't go to school, you go to work and name some of the jobs they could do.
Essential vocabulary	family, same, different, pretend, sibling names, mum(my), dad(dy), brother, sister	grandparent (and other words, e.g. Nan / Nana / Grampy), parent, special, celebrate, birthday, party	relation, cousin, auntie, uncle, great-grandparent, job

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ similarities and differences between their families and other families ▪ positive attitudes about the difference between people ▪ key customs, routines, special times, events and celebrations for different families / religions / cultures ▪ different occupations linked to people in their community and those who help us ▪ special places and places of significance 	<p>Domestic role play</p> <ul style="list-style-type: none"> ▪ cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories 	<p>Themed role play (celebrations from other cultures)</p> <ul style="list-style-type: none"> ▪ special clothing from a range of cultures ▪ appropriate food, packets, dishes, bowls, pans, cutlery / utensils ▪ decorations ▪ photos of their families having celebrations ▪ photos of special places, e.g. synagogue 	<p>Bikes and trikes</p> <ul style="list-style-type: none"> ▪ bikes ▪ trikes ▪ scooters ▪ ride-in cars (if appropriate age wise) ▪ scooter boards ▪ real-life uniforms – firefighter paramedic, police person, engineer ▪ props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials 	<p>Pupils will also meet this in other aspects of the provision, for example: when celebrating key customs, traditions and events as a school; in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations.</p> <p>Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school.</p>

Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Significant people / events locally	<ul style="list-style-type: none"> ▪ Enjoy playing with small world reconstructions, remembering and building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. ▪ Talk about people who are significant in their lives. ▪ Know about one famous explorer (linked to structured story time). 	<ul style="list-style-type: none"> ▪ Show interest in the lives of people who are familiar to them. ▪ Remember and talk about significant events in their own experience. ▪ Know about Queen Elizabeth II, e.g. linked to <i>The Queen's Hat</i> structured story time text. ▪ Know that we now have a King. 	<ul style="list-style-type: none"> ▪ Comment on images of familiar situations in the past. ▪ Give one cause of an event, e.g. linked to pirates / dinosaurs. ▪ Name people who help others in the community and talk about their different roles. ▪ Know about one significant inventor and one significant explorer through stories.
Essential vocabulary	baby, people, simple place names, e.g. garage, shop, farm	jobs, King, Queen, celebration, a long time ago	jobs, work, inventor, explorer, character, cause

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ significant people in their lives and in their community (and their roles), including those who help others ▪ significant events in their lives, e.g. birthdays, starting school ▪ about Queen Elizabeth II and the King ▪ about the life of one explorer and one inventor (through books / stories) ▪ causes of events, e.g. through pirate stories 	<p>Small world</p> <ul style="list-style-type: none"> ▪ castles and knights / princesses / dragons ▪ people / peg people ▪ artificial grass ▪ roads and railway track ▪ blocks ▪ vehicles ▪ glass pebbles, shells and pebbles ▪ trees and greenery ▪ farm ▪ shops ▪ police station / fire station / garage / bus station / train station ▪ log slices 	<p>Mud kitchen</p> <ul style="list-style-type: none"> ▪ dinosaurs ▪ bones ▪ trowels ▪ brushes ▪ logs / stones / trees / pebbles / glass pebbles / foliage <p>Water</p> <ul style="list-style-type: none"> ▪ pirates ▪ pirate ships ▪ coins ▪ crocodiles <p>Sand</p> <ul style="list-style-type: none"> ▪ pirates ▪ spades / trowels / forks / sieves / buckets ▪ coins / jewels 	<p>Building and constructing area</p> <ul style="list-style-type: none"> ▪ large loose parts ▪ planks and boxes ▪ stacking crates ▪ poles ▪ tyres / wheels / seats ▪ blankets ▪ dressing up and props 	<p>Pupils will also meet this in other aspects of the provision, for example: when visitors from the local community come in; through visits to the local area, e.g. local religious buildings; through simple class assemblies and (where appropriate) whole school assemblies about important events and people linked to the wider PSED / SEMH curriculum.</p>

Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Understanding the past through story	<ul style="list-style-type: none"> Learn about changes in living memory through stories about babies and young children. 	<ul style="list-style-type: none"> Notice some differences between then and now when reading nursery rhymes and stories, e.g. <i>Five Currant Buns in a Baker's Shop</i>. 	<ul style="list-style-type: none"> Talk about common themes in stories about historical figures, e.g. bravery, difficult choices, kindness. Compare and contrast characters from stories, including figures from the past.
Essential vocabulary	baby, big, little, change, same, different	difference, then, now, old, new	history, character, compare, brave, kind, choice

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> how to find information from books about how humans change drawing attention to the difference between then and now when reading books e.g. <i>What do you notice about their house? How is it different from your house?</i> how to empathise with historical characters, e.g. <i>What sort of person did Matthew Henson / Amelia Earhart need to be to explore the Arctic / fly a plane on her own?</i> (and associated vocab, e.g. brave) how to compare and contrast characters from the past, e.g. by discussing good and bad characters (Herod in the Christmas story, Ravana in Diwali) 	<p>Stage area</p> <ul style="list-style-type: none"> props / costumes from familiar stories and rhymes / linked to significant people they have learnt about for children to explore and perform with, e.g. <i>Miss Polly had a dolly, First Heroes – Explorers / Inventors / The Queen's Hat</i> books linked to the above as prompts 	<p>Small world</p> <ul style="list-style-type: none"> historical and modern figures historical and modern doll's house furniture historical and modern cars animals people / peg people artificial grass roads and railway track blocks vehicles glass pebbles, shells and pebbles trees and greenery farm log slices pirates / dinosaurs 	<p>Book area</p> <ul style="list-style-type: none"> fiction books about the past (these should be familiar to pupils) e.g. <i>The Queen's Hat</i> non-fiction books that have clear images of the past for discussion non-fiction books about explorers / inventors that have been read to pupils variety of artefacts / photos / pictures for pupils to handle and look through story images for ordering / sequencing 	<ul style="list-style-type: none"> Pupils will also meet this in other aspects of the provision, for example: inescapable texts linked to different aspects of the provision; suggested stories that are sent home as sharing books; stories linked to geography and RS which teach messages about different cultures and traditions; stories linked to science which explore lifecycles and changes, as well as key celebration stories throughout the year, e.g. the Christmas story.

Understanding the World: History focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Enquiry (including interpretation, comparison, similarities and differences)	<ul style="list-style-type: none"> ▪ Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. ▪ Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> ▪ Show an interest in the past when reading stories or looking at images. ▪ Notice similarities and differences. ▪ Look at or touch objects from the past and comment on their appearance. ▪ Begin to ask questions about artefacts, suggesting what they might be used for. 	<ul style="list-style-type: none"> ▪ Comment on images of familiar situations in the past. ▪ Begin to make some accurate comparisons between modern and old objects. ▪ Find answers to simple questions from writing or a picture. ▪ Look at books, videos, photographs, pictures and artefacts to find out about the past.
Essential vocabulary	same, different, place, live	what, how, explore, look, question	compare, younger, older, similarities, differences

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ how to ask questions about the world around them ▪ similarities and differences ▪ how to describe objects / scenes from the past, modelling correct vocabulary ▪ stem sentences, e.g. <i>I think it is a ... because ...</i> ▪ how to compare things modelling stem sentences, e.g. <i>This one has but this one hasn't ... This one is made from ... but this one is made from ...</i> ▪ how to find answers to simple questions through reading / looking at videos / photos 	Investigation area <ul style="list-style-type: none"> ▪ magnifying glasses ▪ sorting hoops ▪ range of toys to sort, old and new. ▪ range of technology for exploring, e.g. old phones, radios, tapes, CDs etc. ▪ range of artefacts to explore, e.g. household objects 	Painting area <ul style="list-style-type: none"> ▪ paint ▪ paint brushes ▪ paper ▪ materials / tools to add texture to paint, e.g. sand / sawdust ▪ artefacts, e.g. old fashioned toys for observational painting 	Book area <ul style="list-style-type: none"> ▪ fiction books about the past (these should be familiar to pupils) e.g. <i>The Queen's Hat</i> ▪ non-fiction books that have clear images of the past for discussion ▪ non-fiction books about explorers / inventors that have been read to pupils ▪ variety of artefacts / photos / pictures for pupils to handle and look through ▪ story images for ordering / sequencing 	Pupils will also meet this in other aspects of the provision, for example: when comparing themselves and their families with others; when exploring the outdoors and nature, e.g. plant growth, seasonal changes, weather; when comparing size, shape and colour in mathematics.

Curriculum end goals

ELGs People, Culture and Communities	KS1 Geography
<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. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Locational Knowledge	<ul style="list-style-type: none"> ▪ Name and locate areas around nursery and grounds and recognise features. ▪ Name the nursery and nursery group they belong to. ▪ Name the different areas in the nursery. ▪ Name some features in the nursery. 	<ul style="list-style-type: none"> ▪ Name the school. ▪ Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, wild garden, library, forest school, trim trail etc. ▪ Discuss their immediate environment using knowledge from observation, discussion and maps. 	<ul style="list-style-type: none"> ▪ Name and locate areas in the school community. ▪ Discuss the area surrounding the school using knowledge from observation, discussion and maps. ▪ Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs. ▪ Name, locate and talk about one other country, linked to what they have read, e.g. <i>Celebrations around the World, Anansi and the Golden Pot</i> (Ghana).
Essential vocabulary	nursery, classroom, outside area, toilets, cloakroom (localise for your school)	lunch hall, playground, trim trail, library, garden (localise for your school)	local shops, church, playpark, river, carpark, bridge (localise for your school)

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ names of key locations in the setting ▪ names of key locations around school ▪ names of key locations in the local community ▪ how to look at basic maps and find information ▪ how to draw simple maps ▪ about life in another country 	<p>Small world</p> <ul style="list-style-type: none"> ▪ animals ▪ people / peg people ▪ artificial grass ▪ roads and railway track ▪ vehicles ▪ glass pebbles ▪ trees and greenery ▪ dolls house ▪ log slices ▪ shells and pebbles ▪ blocks 	<p>Outdoor science area</p> <ul style="list-style-type: none"> ▪ magnifying glasses ▪ collecting pots ▪ cameras ▪ natural loose parts ▪ pictures to match to different locations in the environment ▪ clip boards / mark making materials, e.g. for bark rubbings / brick rubbings 	<p>Workshop / junk modelling area</p> <ul style="list-style-type: none"> ▪ range of materials including paper, fabric, foil ▪ joining equipment including clips, tape, glue ▪ junk modelling equipment ▪ natural materials 	<p>Pupils will also meet this in other aspects of the provision, for example: when on trips in the local area; when role playing day-to-day life, e.g. school / nursery; and when looking at books, maps and photos. Stories will play a key part in developing pupils' geographical vocabulary.</p>

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Place Knowledge	<ul style="list-style-type: none"> ▪ Explore and respond to different natural phenomena in their setting and on trips. ▪ Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. ▪ Begin to name some human and physical features, e.g. park, river, street, sea. ▪ Learn that they have similarities and differences that connect them to, and distinguish them from, others, e.g. similar and different homes. 	<ul style="list-style-type: none"> ▪ Know that there are different countries in the world, using stories and discussions about holidays. ▪ Talk about the differences they have experienced or seen in photos. ▪ Know the name of the place and street in which they live. ▪ Know about a city, e.g., London and that it is in England. Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live. ▪ Name physical and human features from stories, e.g. woods, forest, city, ocean. 	<ul style="list-style-type: none"> ▪ Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live. ▪ Name the city / town / village / country in which they live and the street where their home and school are. ▪ Know what type of house they live in. ▪ Talk about and name the physical and human features of their local environment and how environments might vary from one another. ▪ Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain.
Essential vocabulary	park, shop, garage, road, same, different	place, street, holiday, city, London, difference	town, village, country, island, compare

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ names of different physical and human features through small world play ▪ similarities and differences in physical and human features of different places ▪ a key city and some physical / human features ▪ a key country and some physical / human features ▪ different types of houses 	<p>Small world</p> <ul style="list-style-type: none"> ▪ animals ▪ people / peg people ▪ artificial grass ▪ roads and railway track ▪ garage and vehicles ▪ glass pebbles ▪ trees and greenery ▪ dolls house ▪ log slices ▪ shells and pebbles ▪ blocks ▪ shops 	<p>Construction area (indoor)</p> <ul style="list-style-type: none"> ▪ Meccano (or similar) ▪ Duplo (Nursery) Lego (or similar) ▪ Connetix (or similar) ▪ Stickle Bricks (or similar) ▪ blocks <p>Outdoor construction / large loose parts (for building life-sized maps)</p> <ul style="list-style-type: none"> ▪ stacking crates, wooden planks, poles and blocks ▪ den covers, camouflage nets ▪ tyres, rope floor mats 	<p>Book area</p> <ul style="list-style-type: none"> ▪ range of non-fiction books linked to places, counties holidays ▪ atlases (age appropriate) ▪ globe ▪ puppets from around the world tucked into relevant books ▪ props from different countries 	<p>Pupils will also meet this in other aspects of the provision for example: through forest schools, walks around the local community; through videos of specific environments to support story contextualising, e.g. <i>Tiddler</i> – watch video of fish in ocean, <i>The Queen's Hat</i> – watch videos of London landmarks.</p>

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Seasonal changes and weather (linked to UTW-science / natural world)	<ul style="list-style-type: none"> ▪ Observe the weather through first hand experiences. ▪ Name simple weather types, e.g. rain, snow, sun, wind. ▪ Know the difference between hot and cold, wet and dry. 	<ul style="list-style-type: none"> ▪ Know the difference between day and night, dark and light. ▪ Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. ▪ Know that we wear different clothes for different weather. 	<ul style="list-style-type: none"> ▪ Know the names of the seasons and what the weather is / can be like in each. ▪ Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants. ▪ Describe how trees and plants change in different seasons. ▪ Know that some animals store food for the winter. ▪ Know that some animals hibernate in the winter.
Essential vocabulary	rain, snow, sun, wind, wet, dry, hot, cold	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	autumn, winter, spring, summer, season, hibernate

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision	Water area	Investigation area	Wider provision
<ul style="list-style-type: none"> ▪ the different types of weather ▪ the different types of clothing we wear for different weather types ▪ the difference between hot and cold, including items that are hot and cold ▪ the difference between day and night and what we do during the day / at night ▪ the seasons and what happens in each, linked to weather, trees, animals and themselves, celebrations and clothing 	Outdoor science area <ul style="list-style-type: none"> ▪ thermometer ▪ windmills, twisters, turbines, ribbons, scarves to explore movement and wind ▪ rain collectors / rain gauge ▪ cameras, iPads 	<ul style="list-style-type: none"> ▪ warm and cold water ▪ dolls ▪ small world people and sea creatures ▪ towels ▪ paper towels ▪ different materials ▪ ice 	<ul style="list-style-type: none"> ▪ magnifying glasses ▪ sorting hoops (sorting seasonal clothes) ▪ light board / light panel, colour Perspex blocks / paddles, mirrors, telescopes, kaleidoscopes ▪ torches, fabric, dark tent ▪ natural and interesting seasonal artefacts, e.g. pinecones, acorns, conkers 	Pupils will also meet this in other aspects of the provision, for example: when reading seasonal stories / stories about day and night; when washing their hands (wet and dry and hot and cold); and when walking to and from school. Routines should also incorporate daily conversation about the days / month /season / weather.

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> ▪ Describe what they see in their immediate school environment / local community using simple language, e.g. tree, house, shop, pond, river, road, flats, park. ▪ Begin to remember their way around familiar environments. ▪ Respond to some spatial and positional language. ▪ Explore how things look from different viewpoints including things that are near or far away. 	<ul style="list-style-type: none"> ▪ Describe what they see using a wide vocabulary. ▪ Describe a familiar route. ▪ Discuss routes and locations, using words like 'in front of' and 'behind'. ▪ Use simple maps, recognise water as blue and land as green on the maps. ▪ Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land. ▪ Draw simple maps of their environments or linked to stories / curriculum, e.g. a treasure map. 	<ul style="list-style-type: none"> ▪ Draw information from a simple map. ▪ Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.
Essential vocabulary	field, playground, garden, trim trail, pond, shed (localise for your school)	house, flats, shop, park, map (localise for your school)	atlas, globe, find, country, information

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ observational skills ▪ vocabulary linked to the local environment ▪ how to use / draw information from simple maps ▪ how to make simple maps ▪ how to use atlases and globes to find where they live and where people and animals from stories live ▪ that land is often green and water blue when looking at simple globes / maps 	<p>Small world</p> <ul style="list-style-type: none"> ▪ animals ▪ artificial grass ▪ roads and railway track ▪ glass pebbles ▪ trees and greenery ▪ dolls house ▪ log slices ▪ shells and pebbles ▪ blocks ▪ string / wool ▪ large rolls of paper and mark making materials for pupils to crate maps / put their small world on 	<p>Large loose parts / outdoor construction (for building life sized maps)</p> <ul style="list-style-type: none"> ▪ stacking crates ▪ wooden planks, poles and blocks ▪ den covers ▪ camouflage nets ▪ tyres ▪ rope ▪ floor mats 	<p>Writing / drawing area</p> <ul style="list-style-type: none"> ▪ examples of simple maps and ariel views of the school / their community ▪ story books linked to maps, e.g. <i>Martha Maps it out</i> ▪ atlases ▪ paper ▪ pens ▪ pencils ▪ stickers ▪ string ▪ hole punches ▪ staplers 	<p>Pupils will also meet this in other aspects of the provision, for example: when making observations on environment walks; when on trips out in the local community.</p>

Understanding the World: Geography and RS focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
People and Communities, including different religious and cultural communities	<ul style="list-style-type: none"> ▪ Make connections between the features of their family and other families. ▪ Notice differences between people. ▪ In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. 	<ul style="list-style-type: none"> ▪ Enjoy joining in with family customs and routines. ▪ Recognise and describe special times or events for family or friends. ▪ Show interest in different occupations and ways of life indoors and outdoors. ▪ Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> ▪ Talk about their immediate family and community and some of their routines, culture and celebrations. ▪ Recognise that people have different beliefs and celebrate special times in different ways. ▪ Understand that some places are special to members of their community. ▪ Name people who help others in the community and talk about their different roles. ▪ Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
Essential vocabulary	family, same, different, pretend	jobs, difference, special, event / celebration (localise for your school)	community, belief, mosque, synagogue, church, similarities (localise for your school)

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ similarities and differences between their families and other families ▪ positive attitudes about the differences between people ▪ key customs, routines, special times, events and celebrations for different families / religions / cultures ▪ different occupations linked to people in their community and those who help us ▪ special places and places of significance 	<p>Domestic role play</p> <ul style="list-style-type: none"> ▪ cooker, fridge, table and four chairs, sink unit and shelving unit, real plates, bowls and teacups, cutlery, tea towel, teapot, toaster, phone, clock and toy vacuum cleaner, some basic and familiar food packets / boxes / tins, cooking books, pretend food, telephone, photos of home, bed and duvet / pillow, lamp, bedtime stories. 	<p>Themed role play (celebrations from other cultures)</p> <ul style="list-style-type: none"> ▪ special clothing from a range of cultures ▪ appropriate food, packets, dishes, bowls, pans, cutlery / utensils ▪ decorations ▪ photos of their families having celebrations ▪ photos of special places, e.g. synagogue 	<p>Bikes and trikes</p> <ul style="list-style-type: none"> ▪ bikes ▪ trikes ▪ scooters ▪ ride-in cars (if appropriate age wise) ▪ scooter boards ▪ real-life uniforms – firefighter paramedic, police person, engineer ▪ props such as bandages / first aid kits, hose, bell, traffic cones / signs / mark making materials. 	<p>Pupils will also meet this in other aspects of the provision, for example when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community should be actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in your school.</p>

Curriculum end goals

ELGs	KS1 Science
<p>The Natural World</p> <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>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals Including Humans:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Change</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically</p> <p>Pupils should be taught the following skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.

Understanding the World: Science focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Plants	<ul style="list-style-type: none"> ▪ Talk about some of the things they have observed such as plants / trees. ▪ Notice features of plants. ▪ Know that plants grow. ▪ Know that plants often grow in the ground or in pots. 	<ul style="list-style-type: none"> ▪ Know that fruit and vegetables are plants. ▪ Know that some vegetables grow underground and they look different above and below the ground. ▪ Understand the key features of the life cycle of a plant. ▪ Develop an understanding of growth, decay and changes over time, e.g. observing an apple / banana rotting / school compost heap, wet pile of leaves. ▪ Show care and concern for living things and the environment, e.g. keep plants alive by watering them. 	<ul style="list-style-type: none"> ▪ Name some common plants / vegetation, e.g. grass, tree, bush, daisy, dandelion (and other plants and tree names local to their environment, e.g. reeds / lily pads in a school pond). ▪ Examine change over time, for example, life cycle of different plants / fruit / vegetables, growing plants from seeds, plants which go to seed (collect seeds). ▪ Talk about simple plant parts and what happens to them. Use language, e.g. leaves, roots, stem, petal. ▪ Talk about simple similarities and differences in plants.
Essential vocabulary	plant, tree, grass, leaves, twig / stick, ground, grow	seeds, rot, change, fruit, vegetable, die underground	leaves, roots, stem, petal, familiar plant names, life cycle

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ how to observe plants carefully, modelling the correct vocabulary ▪ noticing plants and trees in the environment through observation and dialogue, e.g. <i>look – a tree with xxx shaped leaves, look at its branches</i> ▪ where plants usually grow ▪ the life cycle of plants ▪ how to care for plants ▪ the names of plants and trees in the local environment ▪ similarities and differences in plants 	Gardening and Growing Area <ul style="list-style-type: none"> ▪ wheelbarrow ▪ brushes, rakes, spades, ▪ watering cans, buckets, hose ▪ gardening gloves ▪ plant pots / reclaimed bottles / fruit juice cartons ▪ raised bed (if room) ▪ soil, compost ▪ seasonal seeds, bulbs, plants ▪ mark-making equipment ▪ gardeners' calendar 	Mud Kitchen <ul style="list-style-type: none"> ▪ pots of herbs ▪ growing flowers / plants in pots ▪ leaves ▪ scissors, blunt safety knives, whisks, spoons, stirrers ▪ fruit and vegetables (whole and chopped) ▪ cauldrons ▪ water / different coloured water 	Themed Role Play <ul style="list-style-type: none"> ▪ till ▪ seed packets ▪ real and fake plants and flowers ▪ gardening gloves ▪ wellies ▪ pots, compost, seeds, ▪ buckets ▪ gardening books ▪ flower presses ▪ mark-making materials ▪ magnifying glasses 	Pupils will also meet this in other aspects of the provision, for example: when taking part in forest school activities; when on sounds walks in the environment and when out visiting local parks and garden centres. It is useful to make links in the community, e.g. with local garden centres (for cast off plants) or with parents / grandparents who are expert gardeners.

Understanding the World: Science focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Animals including humans	<ul style="list-style-type: none"> ▪ Talk about some of the things they have observed such as people and animals. ▪ Name facial features on humans and know what they have on their bodies, e.g. arms, legs, body, feet, toes, hands, fingers. ▪ Know how they are similar and different to their friends, e.g. eye colour / hair colour. ▪ Name some more familiar animals, e.g. farm and domestic animals. ▪ Name human and animal excretions, e.g. poo, wee, sick. 	<ul style="list-style-type: none"> ▪ Show care and concern for living things and the environment. ▪ Name obvious body parts on humans and animals. ▪ Understand the key features of the life cycle of an animal. ▪ Name some differences between animals, e.g. fur / colour / markings. ▪ Name more excretions, e.g. snot, tears, blood. 	<ul style="list-style-type: none"> ▪ Talk about some similarities and differences in animals including humans. ▪ Name all basic parts of the human body that they can see and the brain and heart. ▪ Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs. ▪ Name some habitats, e.g. homes of birds (garden, forest, wood and water). ▪ Begin to talk about what their body needs, e.g. food, water exercise and sleep.
Essential vocabulary	eyes, ears, nose, mouth, hair, arms, hands, fingers, legs, feet, toes, same, different, (some animal names), poo, wee, sick	shoulders, elbow, neck back, stomach, knees, ankles, tail, fur, whiskers, markings, grow, baby, child, adult, snot, tears, blood, differences	similarities, brain, heart, bones, bottom, hips, collar bone, wrist, beak, wings, feathers, gills,

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ names of different body parts on both humans and animals ▪ the vocabulary same / different / similar / similarities / differences ▪ modelling talking about and celebrating similarities and differences, e.g. <i>This animal has a long tail and this one has a short one. You have blue eyes and I have brown eyes.</i> ▪ modelling observation, e.g. <i>I can see a long nose, a brown body, a black mane and a black tail.</i> ▪ different simple bodily functions ▪ how to care for animals ▪ the basic human life cycle 	<p>Investigation / Science Area</p> <ul style="list-style-type: none"> ▪ magnifying glasses ▪ body parts games ▪ matching games, e.g. animals ▪ sorting hoops (link to small world) ▪ photos of themselves ▪ images of eyes, ears, noses, mouths, hair ▪ matching to their young ▪ skeleton ▪ X rays 	<p>Themed Role Play (doctors)</p> <ul style="list-style-type: none"> ▪ doctor's coat ▪ first aid kit / medical bag ▪ body parts poster (doesn't have to have words but could) ▪ X rays ▪ mini skeleton ▪ my body books ▪ bandages, plasters ▪ bed ▪ picture cards showing things that could be wrong, e.g. nosebleed, broken leg, vomiting ▪ notebooks and other mark making 	<p>Small World</p> <ul style="list-style-type: none"> ▪ domestic pets ▪ farm animals ▪ sea creatures ▪ birds ▪ jungle / safari / polar animals ▪ people of different sizes and ages ▪ insects and amphibians ▪ small loose parts 	<p>Pupils will also meet this in other aspects of the provision, for example: in weekly PE lessons where they are discussing which parts of their body to move / how to carry out specific movements; in PSED lessons when discussing how to keep their bodies healthy; when riding the bikes / trikes – discussing how to pedal, e.g. <i>push with your foot, use your legs, put your hands on the handlebars</i>; or when moving on obstacle courses and larger climbing equipment.</p>

Understanding the World: Science focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Everyday materials	<ul style="list-style-type: none"> ▪ Talk about some of the things they have observed such as natural and found objects. ▪ Explore natural materials, indoors and outside. ▪ Manipulate and play with different materials, e.g. dough, shaving foam, sand. 	<ul style="list-style-type: none"> ▪ Explore different materials freely, to develop their ideas about how to use them and what to make. ▪ Talk about the differences between materials and changes they notice. ▪ Use all their senses in hands-on exploration of natural materials. ▪ Explore collections of materials with similar and / or different properties. 	<ul style="list-style-type: none"> ▪ Know about similarities and differences in materials. ▪ Sort materials using criteria such as soft, hard, flexible, plastic, wood, metal. ▪ Develop their own ideas through experimentation with a diverse range of materials. (EAD Link) ▪ Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool for hair. (EAD Link) ▪ Look at how materials change, e.g. when cooking.
Essential vocabulary	wood (twigs / sticks), leaves, soil, dough,	change, senses, explore, mixture, pinecones, conkers, bark, moss	sort, materials, flexible, experiment, change

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?		
	Specific provision	Workshop / Junk modelling area	Water Area
<ul style="list-style-type: none"> ▪ how to observe – narrating what you see using appropriate vocabulary ▪ using senses to explore a range of natural loose parts, e.g. <i>It feels bumpy ... It looks brown and grey ...</i> ▪ teaching pupils how to play with different materials, e.g. dough, sand ▪ modelling noticing similarities and differences between materials, e.g. <i>The wood is brown and rough. The plastic is white and smooth.</i> ▪ how to sort using simple criteria 	<p>Transient Art</p> <ul style="list-style-type: none"> ▪ natural resources such as moss, flowers, petals, grass, stones, seeds, fir cones, twigs, small pieces of wood, shells, feathers ... ▪ seasonal resources such as pumpkin seeds, conkers, horse chestnuts, acorns, autumn leaves ▪ mini pom poms , cotton wool, plain or coloured pasta, beads, buttons, pieces of cut up drinking straws, coloured aquarium gravel, cotton reels, craft sticks, corks and other small loose parts 	<ul style="list-style-type: none"> ▪ range of materials including paper, fabric, foil, plastic, wool, glitter, sequins, tissue paper, paper ▪ joining equipment including clips, tape, glue ▪ junk modelling equipment – bottles, boxes, cartons ▪ natural materials – twigs, sticks, straw, bark, moss, feathers 	<p>Water Area</p> <ul style="list-style-type: none"> ▪ natural loose parts, e.g. shells, pebbles, sticks / twigs, corks ▪ different materials ▪ transparent tubing – different lengths and widths ▪ guttering, stands and chutes ▪ bubbles ▪ different materials to mix in water, e.g. flour, porridge, salt
			<p>Wider provision</p> <p>Pupils will also meet this in other aspects of the provision, for example: in the dough area; in sensory areas, e.g. playing with shaving foam, jelly, water beads; when exploring sand and water and how they behave in different containers and mixed with other materials.</p>

Understanding the World: Science focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Seasonal Change	<ul style="list-style-type: none"> ▪ Observe the weather through first hand experiences. ▪ Name simple weather types, e.g. rain, snow, sun, wind. ▪ Know the difference between hot and cold, wet and dry. 	<ul style="list-style-type: none"> ▪ Know the difference between day and night, dark and light. ▪ Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. ▪ Know that we wear different clothes for different weather. 	<ul style="list-style-type: none"> ▪ Know the names of the seasons and what the weather is / can be like in each. ▪ Talk about the changes that each seasons brings in relation to their environment: the clothes they wear, the weather and the plants. ▪ Describe how trees and plants change in different seasons. ▪ Know that some animals store food for the winter. ▪ Know that some animals hibernate in the winter.
Essential vocabulary	rain, snow, sun, wind, wet, dry, hot, cold	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	autumn, winter, spring, summer, season, hibernate

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ the different types of weather ▪ the different types of clothing we wear for different weather types ▪ the difference between hot and cold, including items that are hot and cold ▪ the difference between day and night and what we do during the day / at night ▪ the seasons and what happens in each linked to weather, trees, animals and themselves, celebrations and clothing 	Outdoor Science Area <ul style="list-style-type: none"> ▪ thermometer ▪ windmills, twisters, turbines, ribbons, scarves to explore movement and wind ▪ rain collectors / rain gauge ▪ cameras / iPads 	Water Area <ul style="list-style-type: none"> ▪ warm and cold water ▪ dolls ▪ small world people and sea creatures ▪ towels ▪ paper towels ▪ different materials ▪ ice 	Investigation Area <ul style="list-style-type: none"> ▪ magnifying glasses ▪ sorting hoops (sorting seasonal clothes) ▪ light board / light panel, coloured Perspex blocks / paddles, mirrors, telescopes, kaleidoscopes ▪ torches, fabric, dark tent ▪ natural and interesting seasonal artefacts, e.g. pinecones, acorns, conkers 	Pupils will also meet this in other aspects of the provision, for example: when reading seasonal stories / stories about day and night; when washing their hands (wet and dry and hot and cold); and when walking to and from school. Routines should also incorporate daily conversation about the days / month / season / weather.

Understanding the World: Science focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Environmental change	<ul style="list-style-type: none"> ▪ Play with small world reconstructions, building on first-hand experiences of the natural world e.g. visiting farms, walking by a river or lake, visiting the seaside. ▪ Begin to understand that places are different and have different things in them. 	<ul style="list-style-type: none"> ▪ Begin to understand the effect their behaviour can have on the environment. ▪ Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> ▪ Talk about the features of their own immediate environment and how environments might vary from one another. ▪ Know some ways in which humans are harming the world and how to help.
Essential vocabulary	garden, farm, seaside, park, river, lake	forest, concrete, tidy, ruin, care, places, wildlife	harm, humans, nature, island, pollution

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ the different places in the school locality, e.g. park, shops, river, seaside, forest / wood ▪ similarities and differences between school / their homes and other places ▪ how we can look after the local environment, e.g. putting litter in bins, litter picking, walking instead of taking the car ▪ how to care for plants and animals ▪ how humans are harming the world and how they can help (simple ways), e.g. litter, walking not driving, wasting less food 	Small World <ul style="list-style-type: none"> ▪ farm ▪ farm animals ▪ trees ▪ woodland animals ▪ sea creatures ▪ sand and ocean, e.g. in tough tray / ▪ jungle / safari / polar animals ▪ people of different sizes and ages ▪ small loose parts, e.g. stones for riverbed 	Water Area <ul style="list-style-type: none"> ▪ sea creatures ▪ materials for floating islands (e.g. <i>Clean up!</i>) ▪ soil to mix in (like flood in <i>Tidy</i>) ▪ tough tray seaside (sand and water) ▪ salt ▪ people and boats ▪ oils (Can they get the oil out of the water?) 	Outdoor Science Area <ul style="list-style-type: none"> ▪ recycling boxes ▪ sorting hoops ▪ different materials / litter ▪ litter pickers ▪ rotting food for observation ▪ plants ▪ soil ▪ reclaimed material containers for planting 	Pupils will also meet this in other aspects of the provision, for example: watching clips of pollution; litter picking in local parks / wider school grounds / visitors, e.g. The Woodland Trust, Surfers against Sewage, Friends of the Earth. There should also be planned experiences for pupils to ensure they experience different environments, e.g. farm visits, forest, river, seaside visits (linked to locality), visits to the local park.

Understanding the World: Science focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Forces and how things work	<ul style="list-style-type: none"> Repeat actions that have an effect, e.g. splashing in water, handprints in sand, building and knocking over towers. 	<ul style="list-style-type: none"> Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards. Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> Know how to use a variety of different tools and equipment and how they work. Know the effect of simple push and pull forces.
Essential vocabulary	splash, print, mark, build, knock down	cogs, gears, join,, work, turn	push, pull, action, tools, together, apart, connect, electricity, battery

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?		
	Specific provision		Wider provision
<ul style="list-style-type: none"> how to make observations, e.g. <i>Look the jelly wobbles when we touch it! Let's look at the windmill. What is it made of? How can we make our own?</i> modelling how to explore how to make things work, e.g. remote controlled toys, switches, different push / pull forces modelling how to use different construction kits modelling how to use different tools, including safety aspects 	<p>Woodwork Area</p> <ul style="list-style-type: none"> hand drill clamp vice screwdriver (safety) hammer (safety) spirit level dowels balsa wood wooden cogs / cams screws / nails / rubber bands gloves, goggles 	<p>Sensory Play</p> <ul style="list-style-type: none"> sand water shaving foam jelly water beads paint small loose parts transient art blocks 	<p>Construction Area</p> <ul style="list-style-type: none"> Meccano (or similar) Duplo (Nursery) Lego (or similar) cogs, nuts and bolts sets gears, e.g. Gears Mega Builds pulleys (these may already part of provision in the outdoor area) pegs and boards Connetix (or similar) Stickle Brix (or similar) <p>Pupils will also meet this in other aspects of the provision, for example: in the mathematics area when using Rekenreks interlinking cubes, balance scales; in the outdoor science area when exploring things like thermometers, windmills, twisters, turbines, rain collectors / rain gauges; and when on the bikes and trikes / exploring push-a-long toys. This should also link to computing and control technology, e.g. Bee Bots, torches etc.</p>

Understanding the World: Science focus

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Working scientifically	<ul style="list-style-type: none"> ▪ Use all of their senses to explore the natural world and materials. ▪ Begin to ask simple <i>why</i> questions about what they see, hear, smell and hear. ▪ Talk about what they see happening, e.g. xxx got wet. ▪ Recognise similarities and differences. 	<ul style="list-style-type: none"> ▪ Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. ▪ Make observations and talk about what they see, using a wide vocabulary. ▪ Ask simple <i>why</i>, <i>when</i>, <i>what</i> questions. ▪ Show interested in <i>why</i> things happen. ▪ Describe similarities and differences. ▪ Begin to group and sort. 	<ul style="list-style-type: none"> ▪ Question <i>why</i> things happen, having their own ideas. ▪ Carry out observations on changes, e.g. growing plants, floating and sinking, ice melting, magnets, sponges in water. ▪ Look closely at similarities, differences, patterns and change. ▪ Make observations and explain observations. ▪ Explore the natural world around them. ▪ Make predictions about what might happen . ▪ Make decisions about what to do. ▪ Describe what they see, hear and feel whilst outside
Essential vocabulary	look, see, same, different, why	group, sort, objects, compare, why, when, what,	try, test, ideas, explore, find, out, how

What will I explicitly teach?	Where could pupils meet this in provision (this is not exhaustive)?			
	Specific provision			Wider provision
<ul style="list-style-type: none"> ▪ using senses to explore a range of objects, materials and natural phenomenon ▪ how to ask questions and question words, e.g. <i>why</i>, <i>when</i>, <i>what</i>, <i>how</i> ▪ observation skills, narrating what you see using correct vocabulary ▪ <i>why</i> things happen ▪ grouping, sorting, similarities, differences. ▪ how to make predictions, e.g. <i>I think x will happen... what do you think?</i> ▪ decision making, e.g. <i>I am going to try this out to see if it works...</i> 	<p>Water Area</p> <ul style="list-style-type: none"> ▪ natural loose parts, e.g. shells, pebbles, sticks / twigs ▪ transparent tubing – different lengths and widths ▪ guttering, stands and chutes ▪ kitchen utensils – some with holes, e.g. cullender, sieve, ▪ small world, e.g. people, boats, sea creatures ▪ bubbles ▪ different materials to mix in water, e.g. flour, porridge, salt 	<p>Investigation Area</p> <ul style="list-style-type: none"> ▪ magnifying glasses ▪ sorting hoops ▪ light board / light panel, colour Perspex blocks / paddles, mirrors, telescopes, kaleidoscopes ▪ natural and interesting artefacts, e.g. petrified wood, skull / bones, teeth, natural loose parts, insects in resin, seasonal objects ▪ magnets, metallic and non-metallic objects 	<p>Outdoor Science Area</p> <ul style="list-style-type: none"> ▪ insect / plant collecting, e.g. pots, sorting trays, pooters, jars, tweezers, ▪ magnifying glasses ▪ thermometer ▪ windmills, twisters, turbines, ribbons, scarves to explore movement and wind ▪ rain collectors / rain gauge ▪ stretchy telephones / string and cans / cups 	<p>Pupils will also meet this in other aspects of the provision, for example: in the mud kitchen when experimenting with different materials; experimenting with natural loose parts; mathematics - when describing similarities and differences in representations, describing pattern, shapes etc.; in the painting / creative / workshop areas when exploring different materials and media; and whilst exploring the outdoor area.</p>