

Curriculum Coverage - EYFS

Development Matters [Understanding the World] says:

EYFS Statutory Educational Programme:


Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Development Matters says children in Reception will be learning to:

Draw information from a simple map.	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
Recognise that people have different beliefs and celebrate special times in different ways.	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

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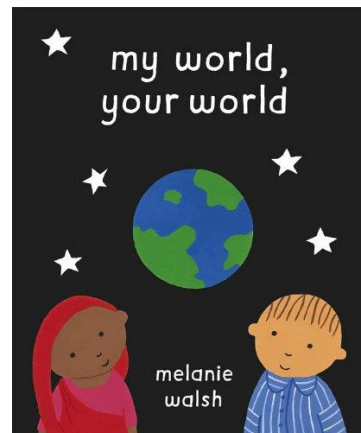
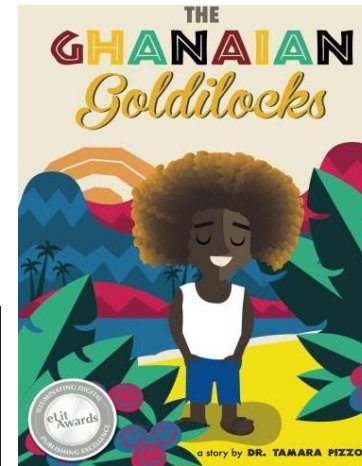
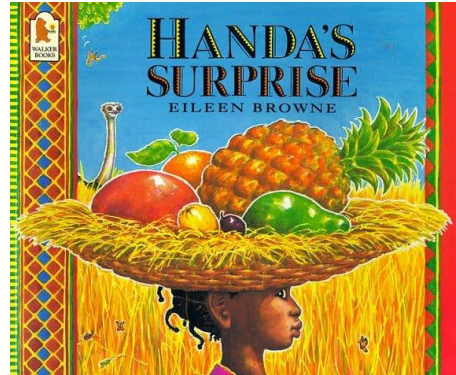
		Autumn 1
General Themes		<p>All About me</p> 
Rich texts		<p>Owl Babies Once there were Giants The Rainbow Fish Funny Bones Super Duper You Tidy Can I Build Another Me? You Choose</p>
Culture capital and Enrichment		<p>Nurse/Farmer/Shopkeeper Headteacher Q & A Harvest Assembly Baking bread/sharing Birthdays All about me book share Favourite Songs Tap sticks Baby clinic role play Doctor's surgery role play Farm shop role play</p>
		<p><u>The Natural World</u></p> <p>Au 1 Focus: Using our senses to explore the outside environment. Seasonal changes - Autumn - how animals and plants prepare for the changes in light and temperature.</p> <p><u>Past and Present</u></p> <p>Understanding personal timeline - ordering photos of ourselves in age order. How long ago were you a baby? How long ago was your teacher a baby? How have you changed since you were a baby?</p> <p><u>People, Culture and Communities</u></p> <p>Talk about their home and local area, explore Goggle maps to discuss local features.</p> <p>Identify their family, use All About Me books to discuss home and family</p> <p>Navigating around our classroom and outdoor areas, create treasure hunts to find places/objects within our learning environment</p> <p>Discuss birthdays and create birthday board</p> <p>The significance of harvest time - farmers and farming and how they provide for the wider community - link to possible visit from <u>Sunnyfields?</u></p> <p><u>R.E.</u> - Year R settle into school during this half term. Themes include getting to know ourselves and forming new relationships. The whole school prepare for Harvest Festival. We receive a visit from our local church vicar (St. Anne's Church) as part of making new relationships</p>

		Autumn 2
General Themes		<p>Then and now</p>
Rich texts		<p>The Jolly Postman Pumpkin Soup Where the Poppies Now Grow Hoot Owl, Master of Disguise The fox in the dark Snowflakes Snow Stick man Christmas Story / Nativity</p>
Culture capital and Enrichment		<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Remembrance Day Post a letter Diwali Hannukah Black History Month Children in Need Anti-Bullying Week Home corner role play</p>
		<p><u>The Natural World</u></p> <p>Au 2 Focus: Seasonal changes - Winter - examining processes animals/plants undertake to survive the Winter such as hibernation/slowing down. Exploring light/dark and nocturnal animals.</p> <p><u>Past and Present</u></p> <p>History box - old toys. Handle and play with old toys and compare/contrast to 'new' toys.</p> <p>Use the book <u>Peepo</u> to discuss differences in a domestic setting now and 'long ago'. Link to old and new toys. Ask questions about scenes from the book - any objects they don't recognise? Anything the same as something in their own home?</p> <p><u>People, Culture and Communities</u></p> <p>Diwali (Kitty in to talk/eat sweets)</p> <p><u>R.E.</u> - Communicate - I can begin to talk about my response to....</p> <p>Theme: Celebrating Birthdays - Christianity & Christmas: How do we prepare for a celebration? remember our own birthdays. What do we need to do for a celebration? How do we celebrate our birthdays? What does it feel like to wait for something special? How do Christians celebrate Jesus Birthday?</p>

In Autumn, Year R focus on themselves as individuals, their identity and their place in the community. They become familiar with the school and its grounds and their local area through looking at maps and photographs. They look at farms and farmers and how our food is grown as part of our Harvest learning. Children then look at weather patterns as they observe seasonal changes.


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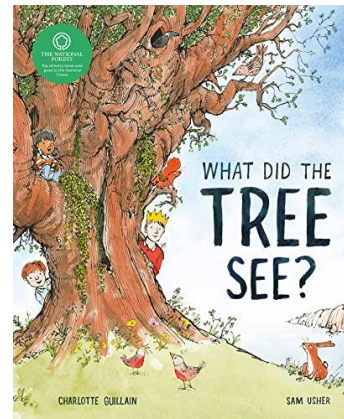
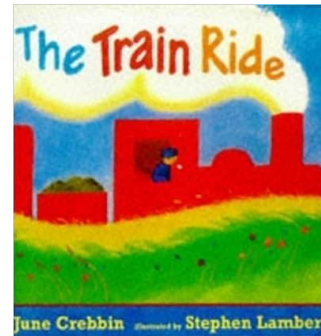
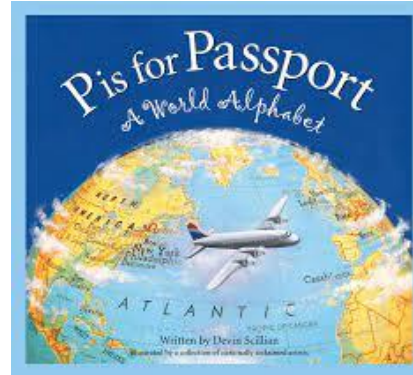
Spring 1	Spring 2
Traditional tales and nursery rhymes	Jet setters
Three Little Pigs Gingerbread Hansel & Gretel Goldilocks Billy Goat Gruff The Ugly Duckling	We're going on a bear hunt What a wonderful world My World, Your World Goodnight World The Same But Different Too Handa's Surprise Here We Are The Way Back Home The Ghanaian Goldilocks
Chinese New Year Valentine's Day Internet Safety Day	Calmore walk to look for numbers Airport role play Aeroplane role play Planting seeds LENT Easter time Weather experiments Mother's Day



In Spring, Year R start to broaden their horizons and explore the world around through story. Using 'Handa's Surprise', children begin to compare similarities and differences between environment, animals and food in the continent of Africa. Through exploring these similarities and differences and by, the children recognise that some environments are different from the one in which they live. Other texts such as 'My World, Your World' and 'The Ghanaian Goldilocks' allow children to gain an appreciation to life in other parts of the world and the diverse world they live in.

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Summer 1	Summer 2
<p>Amazing animals</p> 	<p>Under and over the seaside/ Moving on</p>
<p>Tiger who came to tea The Emperors Egg The Very Hungry Caterpillar Farmer Duck What the ladybird heart Monkey Puzzle</p>	<p>The Snail and the Whale Lighthouse Keeper's Lunch The Way back Home The Naughty Bus The Train Ride Under the Sea Non - Fiction <u>P is for Passport</u> <u>Tiddler</u></p>
<p><u>Calmore walk</u> to look for animals/signs of life Library service D-Day Farm visit Queen's Birthday</p>	<p>Go to shop to buy ingredients for picnic Map work - Find the Treasure Father's Day World Environment Day Anniversary of the NHS</p>



The summer term in Year R encourages the children to reflect upon the changes they have embarked upon throughout the year and how things have changed around them. The story 'What Did The Tree See?' allows children to discuss weather patterns and environmental changes in their school grounds and local environment. The children also begin to conduct basic fieldwork and develop vocabulary such as 'environment, seasons, grow, change' which will be built upon in KS1. They also look forward to summer months and discuss and identify holiday destinations, allowing them to make geographical connections by using maps and photographs.

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Year R learn to be geographers through a wide range of experiences. We believe children learn best through exploration and first hand experiences therefore the children are out exploring in all weathers. With a large focus on our school grounds, children spend a substantial amount of time on 'welly walks'. Children also have opportunities to share places that are special to them as well as gaining an understanding of why places are unique and special to others. Teachers model correct geographical vocabulary to help children develop their language as geographers. Year R have the opportunity to look at maps and complete some basic fieldwork whilst exploring our school grounds. They use treasure hunts to practise creating their own maps. Their Autumn trip to Hillier Gardens allows them to compare their school grounds to an external location; providing opportunity to use learned key language. Our high-quality continuous provision provides constant opportunity for children to further consolidate their geographical knowledge and skills.