

EYFS Long-Term Planning: Knowledge and Understanding of the World

Link to ELGs:

Past and Present ELG

Children at the expected level of development will:

- 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;

People Culture and Communities ELG

Children at the expected level of development will:

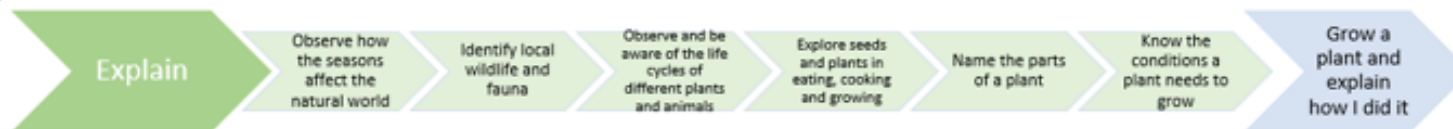
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain 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.

The Natural World ELG

Children at the expected level of development will:

- 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.

Link to Calmore Curriculum Goals:



Autumn 1: All About Me/Harvest	Autumn 2: Then and Now/Christmas	Spring 1: Once Upon a Time/Lunar New Year	Spring 2: Jet Setters/New Life	Summer 1: Amazing Animals	Summer 2: Over & Under the Sea/Moving On
<p><u>The Natural World</u> 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> 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>The Natural World</u> 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> History box – old toys. Handle and play with old toys, compare/contrast to 'new' toys. 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 –</p>	<p><u>The Natural World</u> Wintery weather Changing states of matter – water, ice. Identifying wildlife in local area – in particular birds. Taking part in national bird hunt and caring for our local wildlife in Winter.</p> <p><u>Past and Present</u> Exploring, comparing and contrasting then and now through story-telling. Old stories from long ago and new stories from modern authors. Clues from the past in traditional tales and nursery rhymes.</p>	<p><u>The Natural World</u> Spring and New Life – Observing signs of spring. Exploring buds, and blossoms, daffodils and frogspawn. The wider world -Know some similarities and differences between the natural world around them. Visit to Hillier's – exploring different environment in our local area.</p> <p><u>Past and Present</u> Use observation and discussion of changes in the natural world as a link to how things change over time. Reinforce</p>	<p><u>The Natural World</u> Flowers and Fauna in the Natural World – seasonal changes as the light and temperature increases. Focus on identifying flowers and trees/shrubs.</p> <p>Visit from Farm – finding out about the role of different animals on the farm.</p> <p><u>Past and Present</u> National event – King's Coronation – the role of the King.</p>	<p><u>The Natural World</u> Looking for detail – identifying parts of plants and understanding growth cycles – seed to plant, caterpillar to butterfly. Planting our own seeds and plants – what happens next? Creating art based on sea creatures.</p> <p><u>Past and Present</u> Moving on – reflecting on how we have grown over the year – link back to discussion of changes in September. How will we continue to grow and change?</p>