

Cherry Hinton Nursery and Reception Understanding the World Curriculum



Understanding the World (UW) is one of the four specific areas of learning in the EYFS framework. It involves **guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.**

The frequency and range of children's personal experiences increases their knowledge of the world around them from local visits, meeting members of the community from different backgrounds and doing different jobs. Listening to a wide range of literature with diverse subjects and settings will enrich and support these experiences and extend children's vocabulary.

Special Experiences	Trips to local church, park, shops, library and allotments.			Trips to Cherry Hinton Park, Wimpole farm, local church and shops		
Reception ELG	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
Past and Present: Children can talk about the lives of people around them and their roles in society. Know similarities and differences between now and the past Understand the past through settings characters and events through books read.	History – based on All About Me books and family history e.g. baby photos – I used to be a baby...before/now Use photos-talk about things that have happened in the past e.g. in the summer holidays.	Looking at our CLASS BOOK and recalling things we have done over the year as a class.	Look at old photos/book illustrations – notice differences e.g. in clothing/housing in illustrations of old nursery rhymes etc. Peepo Polly kettle	Pictures of me as a baby, how we've changed, a sense of the past New baby brothers/sisters. Grandparents, - photo or object from your childhood that is different to today Books about families.	As a class create a very simple timeline – things from the past/THEN,a few years ago things from today/NOW, Use Magic Grandad Traditional tales-language –long ago,	Discuss what they can do at the end of Rec. compared to beginning.
Natural world: Explore making observations, drawing pics of plants and animals. Know similarities and differences between the natural world around them and contrasting environments. Understand important processes and changes in natural world including seasons and states of matter.	Leaves falling off trees, finding different sizes and shapes and colours Walk in the grounds and local walks. Weather – wear wellies and jumped in puddles.	Explore the weather and trees in different seasons observational drawings from nature; observing changing states of matter – ice/water; cornflour – liquid solid) Naming birds we spot outside – crow, robin, pigeon etc and specific seasonal flowers e.g. daffodils, snowdrops, bluebells etc	Eat produce from plants we have grown and cooking e.g. potatoes carrots. Eating strawberries etc. Measuring plants (big bigger; tall/tallest); naming parts of plant (roots, stem, leaves etc)	Leaves falling off trees, finding different sizes and shapes and colours. Conker Hunt Leaf Man Investigate the weather Ice – where does it melt? Night time walk with torches, spot constellations, what can you see at night-time? Owl Babies Footprints in the frost. Gruffalo's Child Evaporating puddles. Penguin Blue -stories about frozen environments	Identify - basic structure of plants – stem, roots, leaves New buds Growth Decay Planting- observational drawings from nature Trees Matter – park round corner, Cherry Hinton hall - Jasper's Beanstalk Oliver's vegetables.	Making shadows Butterfly Hatching Sun cream Wimpole Farm

<u>People,Culture and communities:</u> Describe their immediate environment using knowledge from observation, discussion, books and maps. Know some similarities and differences between different religious and cultural communities in this country drawing on experience and reading. Know some similarities and differences between life in this country and others drawing on knowledge from books, maps.	Local walks – to church; library; allotments; park; Nisa; bakery etc Make maps of our walks. Celebrate religious festivals - Diwali, Christmas, Eid, Children learn “hello” in languages of all other children in the class - look at the country and flag of that country and place on world map.	Positional language (Rosie’s Walk; Sam and Dave Dig a Hole; we’re going on a Bear Hunt; Three Billy Goats Gruff) Pesach, Chinese New Year with families in nursery who are celebrating these festivals Visit Cherry House to get Chinese food to celebrate Chinese New Year Crafts/foods from China and other places the children are from.	Maps in pirate play	Positional language – Rosie’s Walk Sharing of customs and celebrations in news-times, using photos from tapestry-weddings, birth, holidays. Look at places from stories and class where located in world. Introduce globe, differentiate oceans/seas and land Encourage visitors from different cultures to share experiences.	Trees Matter trip-look at roads, shops, houses, house numbers along the way. Celebrations – Diwali, Chinese New Year, Easter All About me - photos of celebrations from home on tapestry Visit – Church Victoria Goodman – godly play Older child/parent – comes to class, talks about Eid	Introduce map language – river, forest, wood, stream/river, bridge, lake/pond (a map of Billy Goats’ Gruff, direct the billy goats a safe way round. Left and Right Draw treasure maps Point out topography in bear hunt story).
<u>Links to Yr 1 Curriculum</u>	RE Begin to name the different beliefs and practices of Christianity and at least one other religion. Begin to talk about and find meanings behind different beliefs and practices. To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. Show how different people celebrate aspects of religion. Ask or respond to questions about what individuals and faith communities do. Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion. Express their own ideas creatively. Begin to suggest meanings of some religious and moral stories.			Geog I can answer questions about the weather - I can keep a weather chart answer questions using a weather chart. Weather diary. Explain how different clothes are worn in hot and cold places and in different seasons I can explain what I like about my locality (the school/grounds) and sort things I like and don’t like - I can answer questions using different resources e.g. books, internet, atlases, globe, maps - I can think of a few good questions to ask about my locality Map Skills - I can draw a simple map - I can use directional language Locality I can say my address I can describe a locality using words and pictures I can name key features of a town or village e.g. church, farm, shop, house. Map Skills I can identify the four countries making up the United Kingdom. I can name some of the main towns and cities in the United Kingdom. I can point out where the Equator, North Pole and South Pole are on a globe		

	History Spot old and new things in a picture. Answer questions using an artefact/photo Give a plausible explanation about what an object was used for in the past I can recognise that a story could have happened a long time ago. I can retell a familiar story from the past. Appreciate that some famous people have helped our lives be better today. Tell us about an important historical event that happened in the past. I can talk about things that happened when I was little. I can describe how I have changed since I was born. Recognise that we celebrate events like bonfire night because of events that happened long ago. Order 3/5 objects in chronological order. I know some objects belonged to the past. Identify the main differences between old and new objects. Ask and answer questions about old and new objects. Explain differences between past and present in their life and that of other children from a different time in history. Find out more about a famous person from the past and carry out some research on him or her. Recognise we have a Queen who rules over us and that we've had a King or Queen for many years. Succession after the queen.	Science Animals, including humans: Nocturnal animals and classifying animals: Seasonal Changes Everyday materials Animals inc humans Plants
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