



Links with other subject units this term	
As a new class joining together in a new environment we aim to ensure children get to know one another and explore their new surroundings. Understanding the world links with all other areas of learning through the opportunities we provide.	
Prior Learning	
Children enter EYFS with varied levels of understanding about the world around them which depends very much on their early experiences and interactions, although the family children are generally within age related expectations.	
Key vocabulary for this unit	
<p>Past and Present: History, today, yesterday, tomorrow, the present, now, then, the past, the future, day, week, month, long ago, before I was born, old, new/modern, parent, grand parent, great grand parent, clue, memory, lifetime, calendar, who? what? remember, same/different, change, compare, order.</p> <p>People, Culture and Communities: Family, school, classroom, community, rules, police officer, doctor, nurse, dentist, same different, home, celebration, Guy Fawkes, fireworks, houses of parliament, London, remember, remembrance, poppy, Diwali, Diya lamp, rangoli pattern, Rama, Sita, Hanukkah, dreidel, the Maccabees, menorah, Jesus, bible, Christian, church,</p> <p>The Natural World: Inside, outside, left, right, on top, next to, behind, under, around, near to, shop, house, farm, church, school, town, village, road, pavement, building, park, zebra crossing, building, field, countryside, weather, seasons, autumn, winter, summer, spring, forest, evergreen, deciduous, pond, playground, dinner hall, library, river, left, right, people, map, place, local, globe, world, compass, north, south, east, west, natural, man made</p>	
Learning Sequence	
Past and present	<ul style="list-style-type: none"> • Talk about themselves and the things they like and dislike. • Talk about their families. • Recognise similarities and differences in each others families.

	<ul style="list-style-type: none"> • Talk about the things they have done at the weekend. • Ask questions of others about their past experiences. • Learn about their own history and talk about how they have changed from being babies to now. • Through nursery rhymes talk about how things were in the past- kings' horses and kings' men. • Learn about how people relied of fire for cooking, heating and light. • Understand why we celebrate bonfire night. • Know that we enjoy the freedoms we have today because of the soldiers who fought in World War one and two. • Learn about the story of Christmas and why it is celebrated by Christians. • Recognise that not all people celebrate Christmas.
<p>People, Cultures and Communities</p>	<ul style="list-style-type: none"> • Talk about the people in their family. • Understand why we have rules in our classroom, school and community. • Understand that the police help to keep people safe and make sure people follow the rules. • Talk about their own and others homes recognizing similarities and differences. • Know that some people in our community need extra help eg deaf or blind. • Know that doctors and nurses help to look after us when we are ill or hurt. • Talk about a time when they visited a doctor or nurse. • Know that the dentist helps us to take care of our teeth. • Know that not everyone in the world is as lucky as us eg food, shelter • Know that people in our community and around the world take part in celebrations different to ours but also recognize similarities. • Learn about the stories and celebrations of Diwali and Hannukah • Understand why Christians celebrate Christmas. • Talk about how they celebrate Christmas with their families.
<p>The Natural World</p>	<ul style="list-style-type: none"> • Explore their new school environment both inside and outside, talk about what they see. • Describe objects that they find at forest schools. • Find interesting objects to use for printing and patterns. • Make simple predictions about what they think will protect an egg from breaking and why. • Look at x-rays and identify some bones in the body. • Look at Walkington and London on google maps and identify similarities and differences.

	<ul style="list-style-type: none"> • Observe the environment as the seasons change from summer to autumn and talk about what they see. • Learn about the four seasons and the key features of the weather and environment in each one. • Identify natural and man made features in the environment.
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Assessment milestones

<p>I can talk about people around me in good detail, describing their roles, interests or news about them.</p> <p>I can discuss past and upcoming events within my own family.</p> <p>I understand that the past is the time “before now”.</p>	<p>I can discuss the roles of people in my community and my own experiences with these people.</p> <p>I can share my experiences of local features of my community.</p> <p>I know the church is special to Christians.</p> <p>I have some basic knowledge of community celebrations.</p>	<p>I can discuss change in seasons from Summer > Autumn, and then Autumn > Winter.</p> <p>I can make reference to changes to the natural world and the weather.</p> <p>I can make more careful observations and use an increasingly mature vocabulary when discussing the natural world.</p> <p>I can make simple drawings of natural objects.</p>
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