

Understanding the World
EYFS – Spring Term



Once Upon a Time
Amazing Animals

Links with other subject units this term
Understanding the world links with all other areas of learning through the opportunities we provide.
Prior Learning
The children are now settled and familiar with their surroundings. They know about the seasons and have observed the change from summer to autumn and then to winter. Most children are observant about the world around them and talk about what they see asking questions where appropriate. The children talk about the important people around them and sharing 'Me and My Family' books is part of their weekly routine which they enjoy. The children have developed new vocabulary and are encouraged to use this in different contexts.
Key vocabulary for this unit
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 grandparent, clue, memory, lifetime, calendar, who? what? remember, same/different, change, compare, order. People, Culture and Communities: Family, school, classroom, community, rules, Jesus, bible, Christian, church, Easter, celebration, Chinese New Year, house, bungalow, flat, semi-detached The Natural World: Inside, outside, left, right, on top, next to, behind, under, around, near to, shop, house, farm, church, zoo, school, town, village, road, pavement, building, park, zebra crossing, building, field, countryside, weather, seasons, autumn, winter, summer, spring, forest, pond, playground, dinner hall, library, river, left, right, people, map, place, local, globe, world, compass, north, south, east, west, natural, man-made, materials, sink, float, shadow, animals, patterns, camouflage, fish, scales, gills, fins, tail, dinosaur, fossil, palaeontologist, extinct, herbivore, carnivore

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 and how they celebrated Christmas. • Recognise similarities and differences in each other's families. • Talk about the things they have done at the weekend. • Ask questions of others about their past experiences. • Look at how building materials and techniques have changed. • Listen to traditional tales and tales from the past. • Learn what life was like for people in the past, homes, clothes, school etc • Learn about the story of Easter and why it is celebrated by Christians. • Recognise that not all people celebrate Easter and celebrations differ around the world.
People, Cultures and Communities	<ul style="list-style-type: none"> • Talk about the people in their family. • Look at houses of people from around the world and compare to their own • Know that people in our community and around the world take part in celebrations different to ours but also recognize similarities- Chinese New Year • Learn about life in China compare similarities and differences- food, chop stick, music, dancing, traditions, writing • Learn about the story of Easter and why it is celebrated by Christians. • Recognise that not all people celebrate Easter and celebrations differ around the world.
The Natural World	<ul style="list-style-type: none"> • Observe the environment as the seasons change from Autumn to Spring and talk about what they see. • Use maps and globes to track the Gingerbread Man as he travels around the world. • Explore what happens when Gingerbread is placed in different liquids. • Explore floating and sinking, identify materials that float and sink. • Explore real fish and identify parts- tail, fins, gills, mouth, eye etc • Identify natural and man-made materials. • Design a test to discover the strength of different materials. • Know how shadows are made. • Make own map of a zoo. • Understand animals have patterns to help them camouflage.

- Learn about what happened to the dinosaurs.
- Know how fossils were formed.
- Know the features of dinosaurs that were herbivores and carnivores- legs, teeth etc

Assessment milestones

I can discuss images of the past and contrast them in discussion, e.g. *“They are travelling on a horse and cart because there were no cars like we have then”*.
I can listen to, respond and ask questions about fiction & non-fiction books about characters from the past.

I can look at maps of our school/area and discuss the features I notice.
I can make my own maps.
I can share my knowledge of different countries and compare/contrast them in discussion.

I can offer simple, logical explanations for what I have observed.
My drawings show closer observation of details I have observed.
I can use modelled, topical vocabulary in discussion.
I can compare different environments to my own when listening to stories in these settings.