

Science – Understanding the World.

In EYFS, pupils are taught the knowledge and skills for 'The World' through our 'topic' themes (Geography and History) and also through blocked Science topics . This is because the class is a mixed Reception/Year 1 class. The themes are linked to the Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.

The EYFS Curriculum for Understanding the World is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well-resourced provision areas, both indoors and outdoors.

EYFS

Regular observations and assessments of learning are recorded in each child's Learning Journey. These observations contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Understanding the World.

Early Years Curriculum Science themes related to EYFS Understanding the World: The World

Understanding the World	The World	
40 – 60 Months	Looks closely at similarities, differences, patterns and change.	
Early Learning Goal	ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	
Theme	The World	KS1 Curriculum Links
Year A		
Seasonal Changes – Autumn and Winter	<ul style="list-style-type: none"> •Name the four seasons • Name different types of weather • Make observations about the weather • Describe the weather associated with each season • Make simple observations about changes across the seasons 	<p>Working scientifically - using their observations and ideas to suggest answers to questions.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
Vocabulary	Summer, Winter, Autumn, Spring, day, daytime, wind, rain, sleet, hail, fog, cold, sun, hot.	
Everyday materials	<ul style="list-style-type: none"> •Name everyday materials including wood, plastic, metal, water, fabric and rock •Describe simple properties of everyday materials •Sort objects 	<p>Working scientifically - asking simple questions and recognising that they can be answered in different ways; identifying and classifying.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>
Vocabulary	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, wood, plastic, metal, water, fabric, properties, materials.	

		<p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
Seasonal changes - Spring and Summer	<ul style="list-style-type: none"> • Name the four seasons • Name different types of weather • Make observations about the weather • Describe the weather associated with each season • Make simple observations about changes across the seasons 	<p>Working scientifically - using their observations and ideas to suggest answers to questions.</p>
Vocabulary	<p>Summer, Winter, Autumn, Spring, day, daytime, wind, rain, sleet, hail, fog, cold, sun, hot.</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
Living Things and their habitats	<p>Identify living, dead or have never been alive. • Identify some of the plants and animals in a familiar habitat • Describe the characteristics of some plants and animals. • Name some sources of food.</p>	<p>Working scientifically - observing closely, using simple equipment; identifying and classifying.</p>
Vocabulary	<p>Living, dead, never alive, habitats, food chain, shelter, seashore, woodland.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which</p>

		part of the body is associated with each sense.
Plants	<ul style="list-style-type: none"> • Say the names of basic parts of trees and plants. • Say what plants need to grow. • Match leaves they have collected to pictures of a leaf. 	Working scientifically - using their observations and ideas to suggest answers to questions; identifying and classifying
Vocabulary	Petal, root, leaf, stalk, water, oxygen, sunshine, soil	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
Year B		
The Environment	<ul style="list-style-type: none"> •Talk about how to look after the world around them. •Take part in an activity to care for the work around them ie litter picking/classroom monitors • Sort rainforest animals into groups. • Ask questions about endangered animals. 	Working scientifically - using their observations and ideas to suggest answers to questions.
Vocabulary	Climate change, endangered, environment, litter, pollution, air, world.	
Everyday Materials	<ul style="list-style-type: none"> •Name everyday materials including wood, plastic, metal, water, fabric and rock •Describe simple properties of everyday materials •Sort objects 	Working scientifically - using their observations and ideas to suggest answers to questions; identifying and classifying
Vocabulary	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, wood, plastic, metal, water, fabric, properties, materials.	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials</p>

		Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Scientists and Inventors	<ul style="list-style-type: none"> • think about doctors being scientists • describe when and why we should wash our hands • be interested and inspired by famous inventors • know where our energy comes from. 	Working scientifically - asking simple questions and recognising that they can be answered in different ways.
Vocabulary	Scientists, inventors, jobs/professions, experiments, designs, test	Charles Macintosh
Animals including Humans	<ul style="list-style-type: none"> • Name the basic parts of the body • name the senses and say which body part is associated with each sense • identify and name a range of common animals • describe the structure of common animals, including some parts of the body that are specific to animals • say something that is the same and something that is different about two animals. 	Working scientifically - asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; identifying and classifying.
Vocabulary	Fish, amphibians, reptiles, pets, birds, mammals, senses, tongue, taste, nose, smell, ears, hearing, eyes, vision, skin, touch, omnivores, carnivores, herbivores.	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>

Early Years Curriculum Topic themes related to EYFS Understanding the World: People and Communities, The World, Technology

Understanding the World	People and Communities	The World	Technology
40 – 60 Months	Enjoys joining in with family customs and routines.	Looks closely at similarities, differences, patterns and change.	Children complete simple programs on a computer. Children use ICT hardware to interact with age-appropriate computer software
Early Learning Goal	ELG 13: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	ELG 15: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

Children in EYFS will also learn about the world through a selection of the following themes each year (see the rolling programme for EYFS and Key Stage 1). As the Children are taught in split year groups the themes are linked to the Key Stage 1 Science, RE, Geography and History Curriculums.

Theme	People and Communities	The World	Technology	KS1 Curriculum Links
Year A				
Our Country	<ul style="list-style-type: none"> Think about how people live differently in different parts of the UK ie towns and cities Imagine what it would be like to live in London – how do people travel? How do we travel in Yorkshire? 	<ul style="list-style-type: none"> Find out about features in our capital city, London: Buckingham Palace, Houses of Parliament, St Paul's Cathedral. 	<ul style="list-style-type: none"> Use BBC Go Jettors to explore the UK and London Use Google Maps to see different views 	Geography - Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Vocabulary	Country, UK, Great Britain, Union Jack, Prime Minister, Queen, England, Ireland, Scotland, Wales, Capital City, Yorkshire, Kildwick, village, town, city, coast, land, land marks, monuments.			

Seaside (Then and Now)	<ul style="list-style-type: none"> • Talk about differences in the past. • Understand how and why people lived differently in the past. • Understand the concept of a timeline in relation to children's own life. 	<ul style="list-style-type: none"> • Understand that the seaside is at the coast • Think about what is different about the coast to Kildwick and why people wanted to go on holiday there. • Learn how the seaside has changed. 	<ul style="list-style-type: none"> • Use Google Maps to look at Scarborough for recent images. • Google images of sea sides in the past. 	History- changes within living memory.
Vocabulary	Rich, train, car, donkey rides, arcades, Scarborough, Victorian people, promenade, fish and chips, changes/changed, similarities, differences.			
Magical Mapping	<ul style="list-style-type: none"> • Think about how we get to school from home and how other children get to and from school. 	<ul style="list-style-type: none"> • Talk about how a map shows different features where we live to other areas ie the coast. • Think about directions • Talk about where in the world we are and look on a globe. 	<ul style="list-style-type: none"> • Use Google Earth to look at different areas of the UK and understand an aerial view. 	Geography - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
Vocabulary	Map, North, South, East, West, countryside, globe, symbols, features, aerial view, navigate, park, river, playing fields, shop, church, railway station, river, beck, stream, fields, hills,			
Where am I? (Local History)	<ul style="list-style-type: none"> • Talk about how children in Kildwick used to live compared to now. • Think about what Kildwick school used to look/be like and how children were taught. 	<ul style="list-style-type: none"> • Learn what has changed in our local area and identify what is different. 	<ul style="list-style-type: none"> • Talk about how to use Google safely • Google historical pictures of Kildwick and Kildwick school/church. 	Significant historical events, people and places in their own locality.
Vocabulary	Past, present, future, timelines, changes, Kildwick, Skipton, castles,			
What a wonderful world	<ul style="list-style-type: none"> • How do people live differently in other countries? • Why do people 	<ul style="list-style-type: none"> • Talk about what the weather is like where we live • Learn about 	<ul style="list-style-type: none"> • Google Earth • Use BBC Go Jettors to explore the UK and London 	Geography - understand geographical similarities

	live differently in other countries? •What is it like going to school in a different country?	different place in the world which are very hot and very cold • Compare these places with Kildwick focussing on environments: homes, animals, plants, weather • Use a globe to introduce the idea of different places in the world. Explain in simple terms that hot and cold places are at the top and bottom of the globe and the hottest places are in the middle. • Talk about the transport people use to travel to different parts of the world.		and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Vocabulary	Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds, Weather, season, globe, north pole, south pole, equator (top, bottom, middle of globe) Transport, boat, aeroplane, train, coach, tram, bus, bicycle,			
Kings and Queens	•Make our own timeline for our life • Talk about Kings and Queens in the past • Talk about our Queen and royal family•Make a family tree	• Talk about where Kings and Queens live and why	•Google street view Buckingham Palace	History - the lives of significant individuals in the past who have contributed to national and international achievements.
Vocabulary	Past, present, future, royal, family, siblings, aunty, uncle, grandparents, monarchy, traditions, Queen, King, Prince, Princess, Duke, Duchess.			
Year B				
Kildwick	•Name the village and nearby towns and villages and country • Talk about their home address • Talk about their home and who lives in their house (detached / semi/ bungalow/ terraced/ flat) •	•Talk about their home and who lives in their house (detached / semi/ bungalow/ terraced/ flat) • Learn about the different homes and other buildings in Cononley (school, shops, church, railway stations, pubs) • Learn about other	• Use Google Maps to see different views of Kildwick • Complete simple programs from Purple Mash EYFS Curriculum.	Geography - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

	Talk about their favourite place in Kildwick	features in Kildwick: (river, beck, hills, fields)		physical features of its surrounding environment.
Vocabulary	Village, town, city, country, address, house, home, detached, semi-detached, bungalow, terrace, bricks flat, park, river, playing fields, shop, church, railway station, canal, river, beck, stream, fields, hills, London, capital city, landmarks, Buckingham Palace, Houses of Parliament, St Paul's Cathedral, maps, satellite pictures, aerial photograph, overhead, birds-eye view.			
Toys	<ul style="list-style-type: none"> • Discuss their favourite toys • Talk about the toys they enjoy playing with now compared with the toys they had when they were babies / toddlers etc • Find out about the toys their parents / grandparents played with 	<ul style="list-style-type: none"> • Talk about the difference in materials toys were made from in the past and now. 	<ul style="list-style-type: none"> • Basic programming: using programmable toy cars and directing them around obstacles • Complete simple programs from Purple Mash EYFS Curriculum: Understanding the World Forwards, backwards, left, right, stop, go, program, programmable, obstacle. 	History- changes within living memory.
Vocabulary	History, past, future, present, grandparent, generations, family, homemade, rocking horse, dolls, spinning top, electronic, modern.			
Wonderful Weather	<ul style="list-style-type: none"> • Talk about what they like / dislike about different kinds of weather • Find out about celebrations and festivals connected to the weather, seasons or specific times of year: Bonfire Night, Divali, Christmas. 	<ul style="list-style-type: none"> • Learn about the changes to the trees and plants in the school grounds in Autumn / Winter / Spring / Summer • Learn about how the weather is different / the same depending on the season • The kinds of clothes which are suitable for keeping us warm/cool/dry/ for different kinds of weather • Reflective clothing which helps us to be seen in the dark 	<ul style="list-style-type: none"> • Record different weather conditions by taking photographs using i-pads • Watch video clips of different weather using BBC Class Clips • Complete simple programs from Purple Mash EYFS Curriculum: Understanding the World 	Geography- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Vocabulary	Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds, Bonfire, fireworks, celebration, light, dark Autumn / Winter / Spring / Summer Warm, cool, cold, dry, wet, weather, reflective, light, luminous			

Historical Heros	<ul style="list-style-type: none"> •Talk about people who help us now and people who helped in the past. How and why have their jobs changed? •Talk about people who help us at home: family / friends • Learn about the people who help us in the community: firefighters, doctors, nurses, paramedics, police, teachers, vicar, lifeboat crew 	<ul style="list-style-type: none"> •Talk about keeping healthy: healthy diet, keeping clean. 	<ul style="list-style-type: none"> • Say why the Great Fire of London spread and eventually stopped BBC Class Clips • Complete simple programs from Purple Mash EYFS Curriculum: Understanding the World 	History - the lives of significant individuals in the past who have contributed to national and international achievements.
Vocabulary	Florence Nightingale, past, present, future, timeline, nurse, hospital, soldiers, professions, lamp, injured, poorly, care, historical, memorable.			
Seaside	<ul style="list-style-type: none"> •Talk about holidays / day trips to the seaside with family (look at family photos, postcards etc). • Talk about how they travelled to the seaside • Talk about what they enjoy about going on holiday with family 	<ul style="list-style-type: none"> •Find out about the seaside environment and compare with Kildwick: beach, sand, sea, rock pools, beach huts • Find out about the different plants animals which can be found at the seaside and compare with Kildwick: fish, crabs, jelly fish, limpets, sea-weed, shell fish etc. 	<ul style="list-style-type: none"> •Take pictures of our local area using iPad/Camera and print them out at school. •Encourage home learning taking pictures of seaside trips with families. 	Geography- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Vocabulary	Sea, sand, pier, coast, lighthouse, beach, lighthouse, rock pool, sea gull, pebbles, shells, boats.			
The Great Fire of London	<ul style="list-style-type: none"> • Talk about some of the key events of the Great Fire of London and what it felt like for people living in London. •Talk about jobs that people do and how they are different now to in the past. 	<ul style="list-style-type: none"> •Learn about materials and fire • Say why the Great Fire of London spread and eventually stopped 	<ul style="list-style-type: none"> •Play interactive Great Fire of London game as homework. 	History - events beyond living memory that are significant nationally or globally.

Vocabulary	River Thames, fire, London, Capital City, firefighter, bread, diary, smoke, bakers, axe.	
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