

Understanding of the World: Geography

3 and 4-year olds will ...

Children should be learning to:

Show interest in different occupations

Key Vocabulary

- ☐ police officer
- ☐ nurse
- ☐ fire fighter
- ☐ ambulance driver
- ☐ teacher
- ☐ dentist

Examples of how this could be supported

Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.
Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.
Consider opportunities to challenge gender and other stereotypes.

Stages of Development

Carry out a discussion about the people that help the:

- at home
- at school
- in the community

Create activities about the people who help them at school. Include teachers, headteachers, lunchtime supervisors, etc.

Create activities about the people who help them at home. Include parents, grandparents, siblings

Create activities about the people who help them in the community. Go on a visit or have a visit from someone.

People, culture and communities: End of nursery expectation

- Showing interest in the lives of people who are familiar to them;
- Remembering and talking about significant events in their own experience;
- Recognising and describing special times or events for family or friends;
- **Showing interest in different occupations and ways of life;**
- **Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.**

Understanding of the World: Geography

3 and 4-year olds will ...

Children should be learning to:

Continue developing positive attitudes about the differences between people

Key Vocabulary

☐ religion

☐ Muslim

☐ Christian

☐ friends

☐ celebration

☐ culture

Examples of how this could be supported

Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestions:

- Talk positively about different appearances, skin colours and hair types.
- Celebrate and value cultural, religious and community events and experiences.
- Help children to learn each other's names, modelling correct pronunciation.

Stages of Development

Help them to recognise that we are not all the same. Focus on skin colour, hair, eyes and lips.

Help them recognise that we may celebrate things differently. Consider Christmas and Eid, if appropriate.

Consider people whose families have lived in the UK for many centuries and those whose families have moved to the UK

Celebrate some of the traditions associated with different cultures, i.e., Diwali, Eid, Easter, etc.

People, culture and communities: End of nursery expectation

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- **Recognising and describing special times or events for family or friends;**
- Showing interest in different occupations and ways of life;
- **Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.**

Understanding of the World: Geography

3 and 4-year olds will ...

Children should be learning to:

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Key Vocabulary

☐ Africa

☐ Europe

☐ heat wave

☐ icy cold

☐ North and South Pole

☐ Equator

Examples of how this could be supported

Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

Stages of Development

Talk about what is a country. Talk about the different places in the UK that children may know about and may have visited.

Talk about different countries. Those that some may have been on holiday to and some may have lived in.

Focus on a different continent like Africa and Asia and consider similarities and differences.

Use artefacts and video extracts to help children know about culture and communities in different parts of the world.

People, culture and communities: End of nursery expectation

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- Remembering and talking about significant events in their own experience;
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- **Showing interest in different occupations and ways of life;**
- Knowing some of the things that make them unique, and talking about some of the similarities and differences in relation to friends or family.

Understanding of the World: Geography

Reception aged children will ...

Children should be learning to:

Draw information from a simple map

Key Vocabulary

- ☐ map
- ☐ street
- ☐ behind
- ☐ in front
- ☐ close by
- ☐ far away

Examples of how this could be supported

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Stages of Development

Begin to notice the environment that surrounds them

Begin to use simple positional language, such as far away and next to

Look at photographs and simple maps of their immediate area and begin to recognise what is being represented

Create a simple representation of what has been set out in front of them or of a street close to the school

People, culture and communities : Early Learning Goal

- **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.

Understanding of the World: Geography

Reception aged children will ...

Children should be learning to:

Recognise some similarities and differences between life in this country and life in other countries

Key Vocabulary

- ☐ England
- ☐ London
- ☐ country
- ☐ town
- ☐ village
- ☐ city

Examples of how this could be supported

Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on

Stages of Development

Know that they live in a country that is called England

Know that London is the biggest city in England and is the place where we have a special palace

Know that there are many other countries in the world and that some of the children in school may have been born there

Begin to appreciate that life for children living in other countries can sometimes be very different to their own

People, culture and communities : Early Learning Goal

- 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.**

Understanding of the World: Geography

Reception aged children will ...

Children should be learning to:

Recognise some environments that are different from the one in which they live

Key Vocabulary

☐ seaside

☐ holiday

☐ forest

☐ mountains

☐ lakes

☐ river

Examples of how this could be supported

Teach children about a range of contrasting environments within both their local and national region.
Model the vocabulary needed to name specific features of the world, both natural and made by people.
Share non-fiction texts that offer an insight into contrasting environments.
Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play

Stages of Development

Know that not everywhere in the world or England is exactly the same as their city, town or village

Appreciate that in some parts of the country there may different facilities and attractions

Know that some parts of the country attract people for different reasons, e.g., holidays or special visits

Be able to explain to someone about the environment that they live in and begin to appreciate it

People, culture and communities : Early Learning Goal

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- **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.**

Understanding of the World: History

3 and 4-year olds will ...

Children should be learning to:

Begin to make sense of their own life-story and family's history

Examples of how this could be supported

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.

Stages of Development

Introduce vocabulary related to the past. Words such as yesterday, before, last week, once upon a time, etc.

Look at the photographs of family members when they were as young as they are. Note the differences in clothes.

Look at photographs of people in their family as they are now and talk about younger and older, etc.

Listen to a grandparent or great grandparent talk about the toys they had when they were children.

Key Vocabulary

☐ very old

☐ before

☐ long ago

☐ older

☐ younger

☐ adult

Past and Present: End of nursery expectation

- Children will be familiar with terms like new and old;
- They will recognise that there are children that are older than them and others that are younger;
- They will have an awareness that they can do more for themselves now than when they were babies;
- Children are likely to have come across photographs of their grandparents and great grandparents when they were young.

Understanding of the World: History

Reception aged children will ...

Children should be learning to:

Comment on images of familiar situations in the past

Key Vocabulary

- ☐ **past**
- ☐ **long ago**
- ☐ **yesterday**
- ☐ **last week**
- ☐ **a long time ago**
- ☐ **artefact**

Examples of how this could be supported

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Stages of Development

Appreciate that photographs of the past tell them about how things have changed

Able to talk about changes they note in photographs and from direct experiences of past events

Learning, through handling artefacts, that people did not have the modern appliances we have today

Begin to show that they can organise artefacts by age and start to justify their choices

Past and Present: Early Learning Goal

- 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.**

Understanding of the World: History

Reception aged children will ...

Children should be learning to:

Compare and contrast characters from stories, including figures from the past.

Key Vocabulary

- ☐ famous
- ☐ brave
- ☐ determined
- ☐ difference
- ☐ unselfish
- ☐ in the past

Examples of how this could be supported

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Stages of Development

Appreciate that many stories are set in a time in the past

Talk about why people did what they did and discuss what drove them to do so

Appreciate that often things need changing and that it can sometime take a brave person to start the process

Begin to appreciate that many people did things that has helped to make the world a better place

Past and Present: Early Learning Goal

- **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.**

Understanding of the World: Science

3 and 4-year olds will ...

Children should be learning to:	Examples of how this could be supported	Stages of Development
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary 	<p>Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions:</p> <ul style="list-style-type: none"> • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach <p>Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas</p>	<pre> graph TD A[Collect different materials they find in outside places like woods, etc (taking care to be environmentally friendly)] --> B[Organise the collections into groups, such as things that grow/ grew and things that did not grow.] B --> C[Look more closely at natural materials by using magnifying instruments and get children to make observations, both in words and drawing.] C --> D[Label different materials by name, i.e., wood, plastic, glass, etc. Consider some of their uses.] D --> A </pre>
Key Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> plastic <input type="checkbox"/> wood <input type="checkbox"/> glass <input type="checkbox"/> bricks <input type="checkbox"/> metal <input type="checkbox"/> leather 		The Natural World: End of nursery expectation <ul style="list-style-type: none"> • Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world; • Talking about some of the things they have observed such as plants, animals, natural and found objects; • Talking about why things happen and how things work; • Developing an understanding of growth, decay and changes over time; • Showing care and concern for living things and the environment.

Understanding of the World: Science

3 and 4-year olds will ...

Children should be learning to:

Explore how things work

Examples of how this could be supported

Provide mechanical equipment for children to play with and investigate.

Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards

Stages of Development

Let children explore a range of toys with moving parts, these may include wind up toys and battery operated toys.

Explore anything that has wheels. Look at toys, scooters and bicycles.

Let children explore using small wheeled vehicles moving on different surfaces, such as sand wood, etc.

Let children make up their own vehicles, etc. and add wheels to them. Let them understand more about how they can make things move on their own.

Key Vocabulary

☐ cogs

☐ wind up

☐ pulley

☐ battery

☐ pop up

☐ key

The Natural World: End of nursery expectation

- **Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world;**
- Talking about some of the things they have observed such as plants, animals, natural and found objects;
- **Talking about why things happen and how things work;**
- Developing an understanding of growth, decay and changes over time;
- Showing care and concern for living things and the environment.

Understanding of the World: Science

3 and 4-year olds will ...

Children should be learning to:

Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things

Key Vocabulary

☐ petal

☐ root

☐ flower

☐ soil

☐ grow

☐ nature

Examples of how this could be supported

Show and explain the concepts of growth, change and decay with natural materials. Suggestions:

- plant seeds and bulbs so children observe growth and decay over time
- observe an apple core going brown and mouldy over time
- help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.

Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.

Stages of Development

Look at a number of plants growing in the natural environment, look at wild flowers but also trees.

Find out more about seeds by looking carefully at sunflowers and also fruit and isolate the seeds.

Plant the seeds in different materials including soil and talk about what they need to do to take care of the seed.

Consider what happens to eggs and caterpillars as they develop. Let them have first hand experiences of different growth cycles.

The Natural World: End of nursery expectation

- **Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world;**
- **Talking about some of the things they have observed such as plants, animals, natural and found objects;**
- **Talking about why things happen and how things work;**
- **Developing an understanding of growth, decay and changes over time;**
- **Showing care and concern for living things and the environment.**

Understanding of the World: Science

3 and 4-year olds will ...

Children should be learning to:

Explore and talk about different forces they can feel.

Key Vocabulary

☐ attract

☐ windmill

☐ pushing

☐ pulling

☐ stretching

☐ bending

Examples of how this could be supported

Draw children's attention to forces.
Suggestions:

- how the water pushes up when they try to push a plastic boat under it
- how they can stretch elastic, snap a twig, but cannot bend a metal rod
- magnetic attraction and repulsion

Plan and introduce new vocabulary related to the exploration and encourage children to use it.

Stages of Development

Let children explore magnets with different materials and let them draw conclusions where applicable.

Let them find out more about the way they can make things move without touching them, for example blowing.

Look at the qualities of different materials such as fabric, wood, plastic, etc Let them explore which can bend stretch, etc.

Group materials according to certain attributes, e.g., materials that stretch, bend, move when in the wind, etc.

The Natural World: End of nursery expectation

- **Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world;**
- Talking about some of the things they have observed such as plants, animals, natural and found objects;
- **Talking about why things happen and how things work;**
- Developing an understanding of growth, decay and changes over time;
- Showing care and concern for living things and the environment.

Understanding of the World: Science

Reception aged children will ...

Children should be learning to:

Explore the natural world around them

Key Vocabulary

- ☐ hedgehog
- ☐ minibeast
- ☐ shadow
- ☐ melting
- ☐ floating
- ☐ spider

Examples of how this could be supported

Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world.

After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water

Stages of Development

Appreciate that there are a number of creatures that share our planet with us

Learn to look more closely at plants, animals and insects that are around us

Begin to notice certain patterns in the natural world, e.g., spider spinning a web, ice melting, sun going behind clouds

Talk about and draw some of the natural phenomena around them by observing and recording.

The Natural World: Early Learning Goal

- **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.

Understanding of the World: Science

Reception aged children will ...

Children should be learning to:

Describe what they see, hear and feel whilst outside

Key Vocabulary

- ☐ showers
- ☐ drizzle
- ☐ robin
- ☐ chaffinch
- ☐ oak tree
- ☐ conkers

Examples of how this could be supported

Encourage focused observation of the natural world.
Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.
Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.
Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside

Stages of Development

Experience being out in the wind, rain and sun.
Begin to talk about the experience of getting wet and feeling the wind

Begin to recognise some of the potential hazards associated with the outside environment but also recognise its beauty

Have the vocabulary to describe their experiences in much greater detail

Begin to name some of the common plants and animals they see, including names of common birds

The Natural World: Early Learning Goal

- **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.

Understanding of the World: Science

Reception aged children will ...

Children should be learning to:

Understand the effect of changing seasons on the natural world around them.

Key Vocabulary

- ☐ Autumn
- ☐ Winter
- ☐ Spring
- ☐ Summer
- ☐ evergreen
- ☐ deciduous

Examples of how this could be supported

Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play

Stages of Development

Notice that the weather changes very frequently and that they have to wear different clothing through the year

Be able to contribute to a weather chart using appropriate symbols when doing so

Know which season is the hottest in the year and which is the coldest

Know the names of the seasons and be able to articulate what each season brings

The Natural World: Early Learning Goal

- 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.**