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| **UNDERSTANDING THE WORLD: THE WORLD** | |
| **EXCEEDING**  Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking and experimentation. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| Basic scientific concepts, e.g. floating, sinking and experimentation; how to describe the properties of materials, and how these affect how they can be used | * Provide opportunities for children to investigate simple scientific concepts such as floating and sinking, using magnets, making a coat to keep a teddy dry * Find out how different things work and why different materials are chosen e.g. glass for windows, elastic for a bobble, etc. |
| That humans can influence the environment and living things and how this happens in our community | * Learn about the effects of manmade materials on the environment, e.g. plastic * Find out about how people can keep the environment clean – recycling, litter-picking, planting trees, making nest boxes, etc. * Invite people who help in the community to talk about what they do |
| **ELG**  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. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to talk about similarities and differences in relation to places, objects, materials and living things | * Compare different environments e.g. polar and desert * Use small world opportunities to support this * Look at old and new kinds of the same object * Try different foods and compare how they look, smell, feel and taste * Compare different sounds including those made by musical instruments * Investigate materials and textures through collage etc. * Learn about different types of the same species and their similarities/ differences * Sorting activities e.g. sort the minibeasts by number of legs * Model and encourage the use of associated vocabulary |
| That there are lots of different environments | * Tell stories and watch videos about different places and journeys * Encourage the children to talk about their experiences of visiting different places e.g. holidays, going to the zoo, etc. * Set up small world and role-play opportunities to explore different environments * Provide picture atlases and maps for children to explore * Model and encourage the use of associated vocabulary * Pack a suitcase for visiting different environments and talk about why we would need each item |
| Which features they can see in our environment | * Talk about our environment * Make simple maps, including treasure maps, based in our environment * Encourage children to take photos of things in our environment * Talk about both built and natural features * Visit places in our local environment, such as the post office or Stillington Forest Park * Look for patterns e.g. grates, bricks, etc. and make rubbings * Model and encourage the use of associated vocabulary e.g. busy, quiet, trees, road etc. |
| That there is usually a reason for why something happens | * Investigate the effects of wind using bubbles, windmills, streamers, etc. * Involve children in practical experiences e.g. melting chocolate, making ice cubes or cooking eggs * Ask questions such as, “What would happen if…?” “How can we…?” * Model and encourage the use of associated vocabulary |
| That animals and plants change over time | * Plant seeds and observe * Observe changes by keeping caterpillars * Find out about how different animals change as they grow * Learn some simple life cycles e.g. frog, butterfly, sunflower etc. * Model and encourage the use of associated vocabulary |
| That animals and plants have different features | * Make observations of animals and plants in our local area – school field (use nature camera if needed), Stillington Forest Park etc. * Provide equipment such as magnifying glasses and binoculars * Model and encourage the use of associated vocabulary * Talk about the features animals and plants not in our local area * Provide opportunities for children to record using drawing, writing, painting, making a model or taking a photograph |