



NPAT Preschool - Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

| Area of Learning | Autumn | Spring | Summer | Links to Reception |
|---|--|--------|--------|--|
| Past and Present | | | | |
| Knowledge and Skills to be Taught | Investigate their own life story and learn about their family. Begin to discuss who is important to them. Explore wider family members. Begin to understand how we change over time. Begin to discuss past experiences e.g., weekend | | | 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. |
| Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i> | When I was a baby e.g., baby photographs. My family Wider family (grandparents, uncles, aunties...) Reflect on their time in pre-school and look forward to starting school. | | | |

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| <p>Key Vocabulary <i>These are key words and phrases that children need to know and understand.</i></p> | <p>Past, future, younger, before, baby, child, wider family e.g., auntie, uncle, grandparent, grow, taller, shorter, older, younger, yesterday, today, tomorrow</p> | |
| <p>Ongoing throughout the Year</p> | <p>Learning about each other, forming relationships and friendships Photographs and work displaying activities and learning processes.</p> | |
| <p>Assessment i.e. what a child can do by the end of this term.</p> | <p>Children can talk about how they have changed. Children can talk about an event in the present and in the past. Children beginning to recognise similarities and differences between their own family and their friends.</p> | |

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|--|--|--------|--------|--|
| People, Culture, and Communities | | | | |
| Knowledge and Skills to be Taught | <p>All about me</p> <p>My family, jobs and occupations.</p> <p>Introduce wider knowledge of different occupations (People who help us)</p> <p>Recognising special times and events for our families and wider members of our community.</p> <p>Discuss how people can come from difference places and countries.</p> | | | <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> |
| Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i> | <p>Occupations</p> <p>Family</p> <p>Celebrations e.g., birthdays, new babies, weddings</p> <p>Different communities with our class and school.</p> <p>Different places around the world.</p> <p>Holidays</p> | | | |



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| <p>Key vocabulary <i>These are key words and phrases that children need to know and understand.</i></p> | <p>Names of different family members, me, my, you, name, different, celebration/celebrate,</p> | |
| <p>Ongoing throughout the year</p> | <p>Celebrations, holidays, weather and seasons Role play/dressing up. Use of resources from around the world e.g., cooking items (wok/Balti pot) and packets in different languages Photographs Books set in different countries. Maps and globes</p> | |
| <p>Assessment checkpoint i.e. what a child can do by the end of this term.</p> | <p>Know about different occupations. begin to learn people have similarities and differences. Gain an awareness of celebrations. Develop positive attitudes towards other people and cultures. Begin to talk about different places</p> | |



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| The Natural World | | | | |
| Knowledge and Skills to be Taught | Looking after and exploring the setting Notice changes in the weather and seasons Growing seeds and/or plants Notice how things change e.g., plants and new life. | | | 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. |
| Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i> | Caring and respecting the environment: tidying up, routine Changes: leaves falling from trees Planting seeds/bulbs Cooking Caterpillar to butterfly/tadpole to frog Changing seasons Melting ice cubes | | | |

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| <p>Key Vocabulary <i>These are key words and phrases that children need to know and understand.</i></p> | <p>Be kind, change, look after, weather words, mix, seed, leaves, flower, root, branch, grow, change, weather.</p> | |
| <p>Ongoing throughout the Year</p> | <p>Magnets, beebots, talking pegs, remote control toys, magnifying glasses and binoculars. Planting and growing gardening and mud area, water, sand and malleable play, weather, seasons</p> | |
| <p>Assessment checkpoint i.e. what a child can do by the end of this term.</p> | <p>Children tidy up and look after the setting. Begin to understand how to respect and care for living things. Make observations as plants grow. Understand there are similarities and differences in the environment talk about some of the changes they notice.</p> | |