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| Understanding the World ELGs | **Core Knowledge:****People Culture and Communities ELG.** Children at the expected level of development will:* 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.

**The Natural World ELG.** Children at the expected level of development will:* Explore the natural world around them, making observations.
* 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

**Technology.** Children at the expected level of development will:* recognise a range of technology is used at home and school. They can select and use technology for particular purposes.

**Core Vocabulary:****near, far, left, right, same, different, place, road, home, school, shop, park, map, hospital, airport country, world****Field Work opportunities:****School grounds, local area walk, shoreline, beach, farm** |
| **Nursery** |

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Seasons – AutumnUnderstand the effect of changing seasons on the natural world around them.  | Seasons - Autumn/WinterUnderstand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants.  | Seasons – Winter Observe how the weather changes across the four seasons. To begin to develop knowledge on some similarities and differences between the natural world around them and drawing on their experiences and what has been read in class.  | Seasons - Spring People who help us: significant people (teachers, doctors, nurses, police officers, firepersons) Where are these people? (hospitals, schools, significant places in a town/city)Understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Seasons – Spring/Summer Begin to understand the need to respect and care for the natural environment and all living things. Use the local environment and first hand experiences to observe animals and learn how to care for them.  | Seasons - Summer The Seaside – Research using beaches Learn about the natural world and landscapes around them in Garston (river, green areas)  |

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| **Reception** |

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Seasons - Understand the effect of changing seasons on the natural world around them. Talk about what they see, using a wide vocabulary. Observe how the weather changes across the four seasons. Talk about members of their community and people who are familiar to them. | Recognise some environments that are different from the one in which they live.Describe what they see, hear and feel whilst outside.Observe and interact with natural processes. Seasons – new season | Explore the natural world around them and discuss how to care for our natural environment.Seasons – new season | Understand that some places are special to members of their community.Explore what we can do with our senses whilst outside. Seasons – any changes | Recognise some similarities and differences between life in this country and life in other countries.Seasons – any changesDraw information from a simple map. | Know the local environment and use first hand experiences/images and link to maps.Begin to understand the need to respect and care for the natural environment and all living things.  |