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| **Understanding the world**  **Intent:**  Our children will leave the Foundation Stage at Bude Primary Academy Infant School with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment. Through their work our children will have experienced using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will have taken part in rich and meaningful first-hand experiences such as visiting places in the local community (e.g. church and library), enjoy visitors and school trips that enhanced their learning**.**  **Implementation and Impact:**  **Key Skills developed through UTW -** Makes initial observations - Makes and compares observations over time - Compares and identifies similarities, differences, patterns and changes (e.g. people, characters, places, countries, cultures, religions, living things) - Asks questions - Uses a range of props, equipment, photos, books, websites, visits and visitors to research and find out information - Interprets a range of sources of information (e.g. maps, globes, photos) - Respects people, creatures and the natural environment  **This document shows**   * **Termly checkpoints of the progression of skills that build towards the Early Learning Goals in this area of the curriculum** * **An overview of the direct teaching within this area broken down into half terms** * **The provision the children will experience to support their development in this area of the curriculum** | | | | | | |
| **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | | **Sum 2** |
| **Topic title** | | | | | | |
| **Who am I?**  **A picture containing fabric  Description automatically generated** | **What is a map ?**  A map of a town  Description automatically generated | **What was it like in the past?**  A wooden chest with a lock  Description automatically generated | **What’s growing in the garden?**  **A picture containing trowel, tree, tool, shovel  Description automatically generated** | **What’s in the egg?**  **A close-up of a potato  Description automatically generated with medium confidence** | | **What is on the other side of the ocean?**  A sailboat and birds flying over water  Description automatically generated |
| **Termly Checkpoints** | | | | | | |
| **Understanding the world -termly checkpoints** | | | | | | |
| **The Natural word**   * Identify and name the main visible parts of the human body -head hair face eyes ears nose mouth arms hands legs feet fingers toes * Explores the natural environment around them * Talks about changes that happen in the natural environment during * Autumn and Winter * Observes and discusses natural processes such as sound * causing a vibration, light travelling through transparent materials * Can answer questions about what they have observed * Makes observations about how things are different at night compared toduring the day (flowers close up, animals, light etc * Knows there are 12 months in a year and the names and order of these. * Know about ways in which humans keep healthy – healthy food exercise, sleep , handwashing teeth brushing . Know how to wash their hands and brush their teeth effectively AU 1 | | **The Natural word**   * Talks about changes that happen in the natural environment during Winter and Spring * Can talk about how and why ice is formed * Observes and discusses natural processes such as melting ice, what happens to a range of food substances when mixed with water * Manipulate and investigate the properties of a range of raw and manmade materials through construction activities, arts activities, and simple investigations * Explore the properties of different types of wood through sawing, sanding, drilling, hammering, drilling * Can answer questions about what they have observed * Observe and experience the wide variety of plants in our school environments * Knows most plants start growing from a seed or bulb by planting a range of flowers and vegetables * Knows plants need water, warmth, and light to grow and survive * Know the terms seed bulb root stem leaf flower petal branch bark pollen trunk * Knows there 7 days in a week and name these * Knows that living things do not stay the same over time (life cycles, * seasons, organic things decay over time). * - Uses terms ‘ chicken , egg, hatch incubate when observing life cycle of a chick * Identify, name observe and record a range of common minibeasts found in the school environment and discuss where they are commonly found | | **The Natural word**   * Talks about changes that happen in the natural environment during Spring and Summer * Knows names for baby animals and can match these to their adult. * Looks at animal key stages of development from birth to adult * Can talk about different habitats and why they are good for certain living things (e.g. Hedgehogs, birds, foxes, minibeasts) * Can talk about underwater worlds and how these are habitats for different creatures * Knows that the length of day and night changes depending on the season * Observes and discusses natural processes such as object casting a shadow a magnet attracting an object and a boat floating on water. * Understand that our beaches change depending on the tide     **Early Learning Goal**   * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | | |
| **Past and Present**   * Can sequence family members by size and name (e.g. baby, child, adult) * Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer). * Can talk about upcoming events in their life * Know they have grown from a baby into a child and that they will get older. * Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). * Know that the types of toys they play with change as they get older * Uses vocabulary for time- today, yesterday, tomorrow * Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) * Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and * talks/compares to previous celebrations | | **Past and Present**   * Uses words such as baby, toddler, child, teenager, adult, and elderly to describe the age of people. – * Uses past tense with increasing accuracy. * Know there are 7 days in a week and the names and order of these * Uses vocabulary for time-old, new, now, then Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions) * Begin to develop an awareness of the past beyond living memory through books at stories | | **Past and Present**   * Uses vocabulary past, present, future   **Early Learning Goal**   * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (life in a castle) * Understands the past through settings, characters and events encountered in books read in class and storytelling. | | |
| **People and communities**   * Know how to navigate their way around our school both inside and out * Know the purpose of each room in the school is and where relevant who they will find there * Can say that our school is in Bude and know that some of us live in Bude and some of us live in places near Bude * Know that some of us can walk to school but some of us must come by car or bus * Describes what they see, feel, and hear when outside * Explores the natural world around them, commenting * on colours, shapes, textures, size etc * Understands that maps show where places are. * Understands that signs and symbols can tell us about a place * Know our school rules, routines and values, rewards, and sanctions * Begin to understand how our behaviour makes other people feel (bucket fillers and bucket dippers) * Know the names of their new friends in the class * Get to know our new friends and adults * Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. They realise that this makes us all unique and interesting. * Know that we are all special, we are all valued and together we are a team * Understands that the word ‘Religion’ means a belief in God or Gods. * Can identify some Christian symbols * Can retell the Christmas story * Understands why Christmas is celebrated and important to Christians. * Realise that while most people in England celebrate Christmas, not * all countries do. | | **People and communities**   * Talks about where they live in relation to the building, how busy the * environment is and describes what they can see. * Knows where they live and the type of building they live in (e.g. flat, * Bungalow and now about the different types of home we all live in * Knows that every home has its own address and know their own address * Knows that more than one house is in a village or town and that cities * have lots of houses * Understands that we are in the town of Bude that is by the sea and in small part of the county of Cornwall, * Know how to keep ourselves safe at home at school out and about and online * Know that children have a right to have a home, schooling, food, love. * Know how the daily lives of children in other countries is both similar and different from our own * Understands that some places are special to members of the * community * If they attend a place of worship, can they talk about when and why * they go. * Know that Christians go to church and have visited a local church to find out what is inside * Can talk in detail about Chinese New Year * Understands that weddings can be very different in different cultures * Recalls simply what happens when a baby is welcomed into a * religion. * Understands why Christians celebrate Easter | | **People and communities**   * Understand that Bude is in Cornwall which is a small part of a country called England which is part of the United Kingdom * Know what the UK looks like on a map and know where both Cornwall and Bude are on the map * Know that there are lots of countries in the worlds and see this on a map * Know that these countries are all very different in terms of climate, geography, and culture * Know that some of us have family they visit abroad or have lived in a other country they talk about their experiences. * Know that some of us have been abroad on holiday, they talk about their experiences * Know that our differences make us special and unique * Know that we grow and change * Know that some stories are special and why * Know that the bible is a special book for Christians and hear a range of these * Know that we belong to lots of different communities * Know that people belong to different faith communities and know what faith communities some of us belong to   **Early Learning Goal**   * 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 | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **The Natural world**  Parts of the body  The senses  Woodland walk – autumn treasure  Keeping healthy – hygiene  **Past and present**  My own timeline  My timeline of toys  Days of the week  **People and communities**  Learning the layout of our school – inside and out  School rules  Bucket fillers  Why I am special  Who are my new friends  Why is God special to Christians | **The Natural world**  Seasonal changes – Autumn. Winter  Light and dark (Nocturnal animals)  **Past and present**  Names and sequence of seasons  My Christmases - timeline  **People and communities**  Celebrations- bonfire night/ birthdays Hanukkah Christmas  Where do I live  Using maps  The Christmas story | **The Natural world**  Seasonal changes – Autumn. Winter  Hot/cold  Ice  Animals that hibernate  Using different materials  **Past and present**  Past beyond living memory through stories – Homes Vikings, castles, stone age etc  Months of the year  **People and communities**  What is a town  Types of homes  Special places | **The Natural world**  Life cycle – hatching chicks  Minibeasts  How plants grow  Parts of a flower  Parts of a tree  **Past and present**  **People and communities**  Celebrations – weddings/ Christening, Easter | **The Natural world**  Seasonal changes – Spring/ Summer  Animals and their young  Habitats – woodland  **Past and present**  **People and communities**  Where in the world is Bude?  Special stories | **The Natural world**  Magnets  Floating and sinking  Habitat – ocean  What is the tide?  **Past and present**  Our school year- moving on  Our holidays  **People and communities**  Holidays abroad – what is like in different countries?  Who is special | |
| **Provision**  Connecting to nature sessions Outdoor areas Pictures of animals Plants to create process/ observational art Photos to explore Outdoor investigation areas Magnifying glasses etc for investigation indoor provocations and investigation area. Gardening area Photographs and books related to other environments Books from around the world e.g. jungles, polar, different continents. Forest School Investigation stations Materials both natural and man-made to explore and discuss Explore forces in everyday life Playdough making station Cooking – Junk modelling area , woodwork area craft area - Hatching chicks in school Provide natural materials to explore Connecting to Nature Sessions Senses exploration  Maps – small world maps, story maps , 3d-map tough trays of Bude pictures of Bude , books and pictures about countries around the world children’s homemade books with their own photographs from home in the reading area showing – their families- their own personal history, their holidays , etc Non-fiction books about the past – wide range of fiction books set in the distant past Multicultural provision- dolls, small world, role play etc. Visits from members of the community from different faiths etc. Visits to different places of worship Look at pictures from other cultures Provide pictures/ artefacts/ watch videos of life in other countries Provide map | | | | | | |