



Sequenced learning and skills Preschool age 2-4 and Reception

<p>Understanding the world</p> <p>EYFS Statutory Educational Programme: 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.</p>	<p>Through hands-on exploration children have time to the outside world, through gardening, mud kitchen experiments, environmental walks, to scientific experimenting.</p> <p>The children have an enclosed outside area that they have full access to throughout the day and we use the school grounds and woodland area for regular walks and exploration.</p> <p>Through our song of the week, book of the week, books in the continuous provision and song/rhyme hand puppets children have a broad selection of, to help their understanding and extend their knowledge of understanding the world.</p>
<p>Preschool 0-3 years will be learning to:</p>	<p>We will support this by: Using non- statutory guidance, development matters, Birth to 5 and our own curriculum and:</p>
<ul style="list-style-type: none"> ● Repeat actions that have an effect. ● Explore materials with different properties. ● Explore natural materials, indoors and outside. ● Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> ● Cause and effect resources in the continuous provision ● Photos of family, themselves and places that are familiar to them up in the environment ● Environmental walks ● Song of the week ● Book of the week

<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Supportive adults and a language rich environment • Role play-dolls, multi-cultural dressing up, food, books and photos • Books-Non-fiction and fiction • Celebrating different festivals/special occasions • Small world • Life cycles-planting, caterpillars, snails • Tapestry. • Loose parts • Mud kitchen • Snack • Parent occupations
<p>Preschool 3-4 years will be learning to:</p>	<p>We will support this by:</p>
<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. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • Cause and effect resources in the continuous provision • Photos of family, themselves and places that are familiar to them up in the environment • Environmental walks • Song of the week • Book of the week • Supportive adults and a language rich environment • Role play-dolls, multi-cultural dressing up, food, books and photos • Books-Non-fiction and fiction • Celebrating different festivals/special occasions • Small world

<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Life cycles-planting, caterpillars, snails • Tapestry. • Loose parts • Mud kitchen • Snack • Parent occupations
<p>Reception will be learning to:</p>	<p>We will support this by:</p>
<ul style="list-style-type: none"> • talk about members of their immediate family and community • name and describe people who are familiar to them • comment on images of familiar situations in the past • compare and contrast characters from stories, including figures from the past • draw information from a simple map • understand that some places are special to members of their community • recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> • During dedicated talk time, listen to what children say about their family. • Having photographs of family within the classroom and discussing people who are special to us. • Carefully chosen English texts to support understanding the world with a History/Geography link and to promote cultural diversity: You choose, Coming to England, Rama and Sita, The Hungry Caterpillar, Baboushka, the big beach clean up, somebody swallowed stanley, Clem and Crab, we're all wonders, only one you.

- recognise some similarities and differences between life in this country and life in other countries
- explore the natural world around them
- describe what they see, hear and feel whilst outside
- recognise some environments that are different from the one in which they live
- understand the effect of changing seasons on the natural world around them
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- Visits from people who help us and to learn about their important roles: the police, the fire service, the school nurse, local vet
- Visit local shops to talk about how they help the community
- Visit the church and attend mass to find out about the Catholic faith.
- Explore and enjoy other religious festivals and celebrations.
- Use of pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Educational visits to Carisbrooke Castle and the beach to discuss History and Geography.
- Children begin to organise events using basic chronology, recognising that things happened before they were born.
- Draw simple maps of their locality, home and school.
- Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.
- Weekly PSHE lessons that focus on common themes from stories, such as bravery, difficult choices and kindness and how we can show these in our lives

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| | <ul style="list-style-type: none">• Characters, including those from the past are introduced and discussed using songs, poems, puppets, role play and other storytelling methods.• Daily weather chart |
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