



# Understanding the World (Science, History, Geography) Progression of Skills EYFS- Autumn



## Learning Opportunities

- Using a skeleton model to name basic body parts (head, shoulders, arms, legs, knees, toes) **(KS1 Animals including Humans)**
- Exploring body features with class puppets (hair, nose, ear, eye, neck, eyebrow, mouth, etc.) **(KS1 Animals including Humans)**
- Naming the five senses (body parts) and using them in hands on exploration-Welly Walk Wednesday **(KS1 Animals including Humans)**
- Using the immediate environment to explore the autumn season, as well as photographs and books **(Seasonal Changes)**
- Discussing the transition from Summer to Autumn- Has the weather changed? Do we still need to wear sun cream? Do we now need to wear a coat outside? **(KS1 Seasonal Changes)**
- Going on an autumn hunt (Welly Walk Wednesday) and identifying signs of Autumn **(KS1 Seasonal Changes)**
- Investigating light/dark shadows **(KS1 Working Scientifically)**
- Making pumpkin/ vegetable soup to learn about the farm-to-fork process
- Exploring changing states of matter by melting chocolate **(KS1 Working Scientifically)**
- Using books and photographs to explore differences between each other
- Looking at family photographs to describe family members, and share life stories and special memories (birthdays, leaving nursery and starting big school) **(KS1 Chronological Understanding)**
- Using photographs to explore families from the past **(KS1 Historical Interpretation/ Organisation and Communication)**
- Talking about people who help us in the local community (firefighters and police officers)- visit from the services
- Using photographs identify the name of the village where our school is located **(KS1 Locational/Place knowledge, Geographical enquiry and skills)**
- Using photographs to explain the various features of our school **(KS1 Geographical enquiry and skills)**
- Drawing simple settings from stories read in Drawing Club
- Participating in a weekly Welly Walk and identifying features of our immediate environment **(KS1 Human and Physical Geography)**
- Recognising that people around the world have different religions through research **(KS1 Human and Physical Geography)**
- Experiencing different cultures, religions and celebrations through music, food, and art (Black History Month, Christmas, Hindu Faith, Diwali, Bonfire Night ) **(KS1 Human and Physical Geography)**

## Progression of Skills

- To understand that body parts can do different things
- To know that we have five senses (sight, smell, hearing, taste and touch) and that they serve a variety of functions
- To name two seasons, Summer and Autumn
- To confidently identify and talk about signs of autumn and the affect the season has on the environment
- To talk confidently about the weather and provide a reason for the current weather
- To talk about the transition from Summer to Autumn (warmer clothes, not needing sun cream or sunglasses, etc.)
- To know how shadows are formed
- To explain the melting process, the transformation of a solid into a liquid
- To talk about the harvesting process
- To identify similarities and differences between ourselves and those around us
- To participate in discussions about and describe family members
- To identify the name of the village where our school is located
- To understand our school's various parts and explain the various features
- To know how to draw simple settings from the stories read in Drawing Club
- To recognise that people all over the world have different religions and know some similarities between different religious and cultural communities
- To explain some similarities and differences between life in this country and life in other countries (celebrations, physical geography, etc)

<p>Children participate in provision activities related to each week's focus story on a weekly basis.</p>	
<p><b><u>Links to Previous Learning (Foundation Stage 1)</u></b></p> <ul style="list-style-type: none"> <li>• Messy play</li> <li>• Hands on exploration</li> <li>• Noticing differences between people</li> <li>• Participating in family celebrations</li> <li>• Participating in nature walks</li> <li>• Experiencing transition from Summer to Autumn</li> <li>• Visiting local village and the town centre</li> </ul>	<p><b><u>Links to future KS1 Learning</u></b></p> <ul style="list-style-type: none"> <li>• Identifying, naming, drawing and labelling the basic parts of the human body and saying which part is associated with which sense</li> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment e.g., magnifying glasses</li> <li>• Performing simple tests</li> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Identifying and describe physical and human features around school</li> <li>• Identifying seasonal and daily weather patterns in Billinge</li> <li>• Looking at books, videos, photograph, objects, internet, and artefacts to find out about the past</li> <li>• Looking at pictures, TV clips etc. and ask simple questions e.g. which things are old/new? What can we find out from the picture?</li> <li>• Using words and phrases such as: now, yesterday, last week, a long time ago, before I was born etc.</li> </ul>

## **Vocabulary**

Body, body parts, head, shoulders, arms, legs, knees, toes, hair, nose, ear, eye, neck, eyebrow, mouth, 5 senses, touch, see, hear, smell, taste, me, different, unique, special, celebrate, family, mum, dad, brother, sister, grandma, grandad, auntie, uncle, cousin, friend, weather, seasons, Summer, Autumn, changes, harvest, farm-to-fork, environment, changes of state, melting, solid, liquid, predict, test, Billinge, village, town, school, world, globe, religion, celebration, culture, community, people, respect, similarities and differences, Black History, Diwali, Christmas, Bonfire Night.

## **Relevant EYFS Learning Goals**

### **Past and Present**

- 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.

### **People, Culture and Communities**

- 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.

### **Understanding the World: The Natural World**

- Explore the natural world around them
- 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 changes states of matter.

## **Notes**