



Understanding the World (Science, History, Geography) Progression of Knowledge and 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 Knowledge and 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 know and 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 understand how can help us in times of danger
- 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><u>Links to Previous Learning (Foundation Stage 1)</u></p> <ul style="list-style-type: none"> • Messy play • Hands on exploration • Noticing differences between people • Participating in family celebrations • Participating in nature walks • Experiencing transition from Summer to Autumn • Visiting local village and the town centre 	<p><u>Links to future KS1 Learning</u></p> <ul style="list-style-type: none"> • Identifying, naming, drawing and labelling the basic parts of the human body and saying which part is associated with which sense • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment e.g., magnifying glasses • Performing simple tests • Using observations and ideas to suggest answers to questions • Identifying and describe physical and human features around school • Identifying seasonal and daily weather patterns in Billinge • Looking at books, videos, photograph, objects, internet, and artefacts to find out about the past • 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? • Using words and phrases such as: now, yesterday, last week, a long time ago, before I was born etc.

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, Billings, 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