



Understanding the World
(Science, History, Geography)
Progression of Knowledge and Skills
EYFS- Spring



Learning Opportunities

- Melting ice cubes experiment: where do ice cubes melt the fastest? **(KS1 Working Scientifically)**
- Making bird feeders for springtime birds (Song Thrush, Blue Tit, Robin) **(KS1 Animals including Humans)**
- Discussing the transition from Autumn to Winter, and then to Spring **(KS1 Seasonal Changes)**
- Using the immediate environment to explore Winter and Spring, as well as photographs and books, and recognise the signs of these seasons- Welly Walk Wednesday **(KS1 Seasonal Changes)**
- Packing suitcases for hot and cold countries **(KS1 Human and Physical Geography)**
- Experimenting with a range of materials to build a waterproof house **(KS1 Working Scientifically/ Everyday Materials)**
- Using gardening tools to prepare soil for planting **(KS1 Plants)**
- Sowing seeds to learn about the life cycle of a plant **(KS1 Plants)**
- Identifying and labelling parts of a plant using natural examples **(KS1 Plants)**
- Using a magnifying glass to explore inside a vegetable or piece of fruit **(KS1 Working Scientifically)**
- Observing a live caterpillar's growth **(KS1 Animals including Humans)**
- Identifying and naming minibeasts in our local environment- Welly Walk Wednesday **(KS1 Animals including humans)**
- Exploring different minibeasts' microhabitats- Welly Walk Wednesday **(KS1 Animals including humans)**
- Matching animals and their young **(KS1 Animals including humans)**
- Exploring a simple human lifecycle through photographs **(KS1 Animals including humans)**
- Visit from the National Health Service so that we can learn how to look after our bodies **(KS1 Animals including humans)**
- Tasting various fruits from the story Handa's Surprise and giving opinions on whether we like them or not
- Sharing past life events (e.g. something that happened over the Christmas holidays) **(KS1 Chronological Understanding)**
- Using google maps to see where we live
- Examining past and present photographs of Billinge and St Helens town centre, and discussing change over time **(KS1 Historical Interpretation)**
- Exploring global homes through photographs and comparing them to our own
- Creating own simple map of school **(KS1 Geographical skills and fieldwork)**

Progression of Knowledge and Skills

- To apply prediction skills and justify reasoning
- To understand and comment on some important processes in the natural world around us including the seasons and changing states of matter
- To learn how to care for wildlife during wintertime
- To name two seasons, Winter and Spring
- To recognise and talk about signs of Winter and Spring, and how the seasons affect the environment
- To talk confidently about the weather and provide a reason for the current weather
- To discuss the transition from Autumn to Winter, and then to Spring
- To be able to pack a suitcase depending on the country's climate
- To show an understanding of the term 'waterproof' when analysing and choosing materials for a purpose and justifying reasoning
- To recognise what the environment should look like for planting
- To understand that majority of plants start growing from a seed or bulb, and that they need water, the right temperature, air, nutrients and light in order to grow and survive
- To talk confidently about the life cycle of a plant
- To talk confidently about the life cycle of a butterfly
- To make observations of animals
- To recognise and name some common minibeasts, and talk about their microhabitats
- To identify and name some animals and their young
- To know that we have grown from a baby to a child and that we will get older
- To know how to look after our bodies- healthy lifestyle
- To express an opinion through language and use the past tense to talk about past events
- To be able to compare similarities and differences
- To identify some simple features on a simple map (trees, house, river, shops, etc.)
- To be able to draw and create own maps with real objects and or pictures
- To understand that each home has a unique address
- To understand that our school is in Billinge, a village within the town of St Helens, England
- To be able 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

<ul style="list-style-type: none"> • Navigating bee-bots around a map (KS1 Geographical skills and fieldwork and cross circular link with ICT) • Recognising that people around the world have different religions through research (KS1 Human and Physical Geography) • Experiencing different cultures, religions, and celebrations through food tasting, listening to music, and creating artwork (Hanukkah, Shrove Tuesday, St Valentine's Day, Lunar New Year, and Easter) (KS1 Human and Physical Geography) • Comparing life in South Kenya and England by handling artefacts and looking at photographs (KS1 Human and Physical Geography) 	<ul style="list-style-type: none"> • 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>Links to Previous Learning (Foundation Stage 1)</p> <ul style="list-style-type: none"> • Messy play • Hands on exploration • Noticing differences between people • Participating in nature walks • Experiencing transition from Summer to Autumn <p>Links to Previous Learning (Foundation Stage 2)</p> <ul style="list-style-type: none"> • Transitioning from a nursery/childminder to a school setting • Visits to St Mary's Church • Christmas Nativity performance (local community) • Being confident and familiar with our school environment (Welly Walk) • Experiencing transition from Autumn to Winter • Experience of drawing settings from stories (Drawing Club) • Exploring different cultures, religions and celebrations through music, food, and art (Black History Month, Christmas, Hindu Faith, Diwali, Bonfire Night) • Participating in simple science experiments • Looking at photographs to find out about things from the past • Sharing stories about the past • Knowledge of people who help us within the local community • Experience of food technology- making soup 	<p>Links to future KS1 Learning</p> <ul style="list-style-type: none"> • 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 • Use scientific language • Identify and name a variety of common animals including birds, etc • Observe changes across the four seasons. • Observe and describe the weather associated with the seasons and how day length varies • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties • Identify and describe the basic structure of a variety of common flowering plants, including trees • Identify name, draw and label the basic parts of the human body and say which part is associated with which sense • Use words and phrases such as: now, yesterday, last week, a long time ago, before I was born etc • Look at books, videos, photograph, objects, internet, and artefacts to find out about the past • Plot a route on a map • Use locational language – left, right, next to • Identify and describe physical and human features.

Vocabulary

Experiment, predict, test, reason, explain, ice, melt, solid, liquid, Springtime, birds, Song Thrush, Blue Tit, Robin, nest, bird feeder, care, environment, weather, seasons, Autumn, Winter, Spring, changes, suitcase, hot, cold, climate, environment, build, wood, straw, brick, waterproof, tools, soil, plant, seed, bulb, water, temperature, air, nutrients, light, grow, survive, roots, leaf, stem, flower, vegetable, fruit, lifecycle, egg, caterpillar, chrysalis, cocoon, change, transform, minibeasts, habitat, animals, young, mother, human, baby, child, teenager, adult, elderly, look after, protect, healthy, body, vitamins, doctor's surgery, hospital, past, present, change, address, Billinge, village, St Helens, town centre, school, map, position, follow, turn, world, global, home, religion, celebration, culture, Lunar New Year, community, people, respect, similarities, and differences, Hanukkah, Shrove Tuesday, St Valentine's Day, Lunar New Year, and Easter.

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