

Subject on a Page:

Understanding the World (EYFS)

Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.

Whole School Curriculum Drivers:

Excellence

Community

Growth



Intent - we aim to...



To be able to describe similarities and differences in families and communities.



To develop an understanding of the 'past'.



To develop tolerance and understanding of other's views, beliefs and faiths.



To be able to describe similarities and differences with where we live and other parts of the world.



To create confident explorers of the natural world.



To be able to spot seasonal changes within my environments.



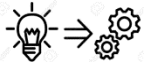
Implementation - How do we achieve our aims?

Curriculum Design

Our EYFS curriculum has been carefully designed to ensure that pupils have plenty of opportunities to develop their understanding of the world and develop a secure bank of skills which will lay the foundations for the teaching of national curriculum subjects History, Geography, RE and Science. Our topics have been selected so that pupils are given plenty of opportunities to develop these skills in depth across the academic year through continuous provision opportunities and explicit teaching.

Autumn 1 – All about me – History and Science skill focus; **Autumn 2 – Let's Celebrate** - RE focus; **Spring 1 – Ticket to ride** - Science/History focus

Spring 2 – Come outside; Science and Geography focus; **Summer 1 – Amazing Animals** - Science and Geography focus; **Summer 2 – Fun at the Seaside** History and Geography skill focus.



Implementation continued...

Cultural Capital and Community Links

Planning for cultural capital and community links is an integral part of our curriculum design. Links with families are established early during transition and a photographic representation of every child's family is represented on their learning square for the whole of the academic year. We encourage pupils to share their first hand family and cultural experiences with others during news-time or through observations that parents have taken at home using tapestry. Cultural capital opportunities are carefully planned for each half-term and can be seen on our long-term curriculum overview. These consist of, visits from key individuals such as a fire-fighter (fire safety, Autumn 2) or a dentist (Autumn 1), nature walks, theme days, visits to places of worship, cooking and trying new foods and recipes, taking part in cultural celebrations etc.

Outdoor Learning

Outdoor learning an essential part of our curriculum. Pupils have access to 3 areas of outdoor space daily. We have developed a further outdoor area where pupils have the opportunity to develop their understanding of the world daily by observing seasonal changes, mini-beast hunting, planting, looking after and maintaining vegetable patches, experimenting with herbs and materials in our outdoor mud kitchen and observing nature from our undercover platform. Pupils also have the opportunity to develop their understanding of the wildlife and life-cycles by visiting our school pond. Providing our pupils with access to these areas alongside effective modelling from practitioners ensures that our pupils observe carefully and ask questions to further develop their understanding.



Impact - How we know we achieved our aims?

Pupils are able to describe their own family and identify that there are lots of different types of families.



Pupils are able to describe familiar situations in the past drawing on their experience.

Pupils understand that 'past' is describing something that has already happened.

Pupils respect others views and recognise we can have different beliefs to others.



Pupils are able to describe their own and others' lives drawing on similarities and differences.



Pupils are able to observe and describe the natural world and ask questions to develop their understanding.



Pupils are able to describe how things have changed and why.





Connecting learning

Transferrable skills – History

Skills into KS1 and beyond:

Recount changes that have happened in their own lives.

To communicate historically using phrases such as: a long time ago, recently, when my parents/carers were little...

To show an understanding of the concept of the past.

Observe and handle evidence to ask questions about the past.

Use artefacts, pictures and stories etc to find out about the past.

Describe significant people from the past.

Identify similarities and differences between periods.

Knowledge:

Year 1 – Changes in living memory

Year 2 – The Great Fire of London

Transferrable skills – Geography

Skills into KS1 and beyond:

-Ask and answer geographical questions

-Devise a simple map

-Identify seasons and weather patterns

-To communicate geographically – physical and human geography

-identify hot and cold countries of the world

-Use world maps.

-Observe and sketch human and physical geography.

Knowledge: Year 3 – Oceans – Where the forest meets the sea.

Skills into KS1 and beyond:

Milestone 1 – Year 1 and 2

- Describe some of the main festivals or celebrations of a religion – (Autumn 2 focus and on-going throughout the year)
- Recognise name and describe some religious artefacts, places and practices. (Autumn 2 focus and on-going throughout the year)
- Identify things that are important in their own lives and compare these to religious beliefs. (Autumn 2 focus and on-going throughout the year)
- Explain how their actions affect others (PSED all year)
- Show an understanding of the term morals (PSED all year)

Skills into KS1 and beyond:

Working Scientifically skills – Milestones 1 and 2:

- Identify, group and classify objects and living things
- Ask simple questions
- Perform simple tests
- Observe outcomes closely
- Use observations to suggest answers to questions.

Knowledge

Milestone 1 (Year 1 and 2)

Plants – Name a variety of common wild and garden plants (Spring 2)

Observe how seeds and bulbs grow into mature plants (Spring 2)

Describe how plants need water, light and a suitable temperature to stay healthy (Spring 2)

Animals – identify and name a variety of common animals (Spring 2 and Summer 2)

- Identify carnivores, herbivores and omnivores (Spring 2 and Summer 2)
- Name and draw parts of the human body (Autumn 1)
- Notice that animals have offspring – (Spring 2/Summer 1)
- Find out and describe the basic needs of animals (Spring 2/Summer 1)

Everyday materials - identify and name a variety of different materials (Autumn 1 and Spring 1)

- Compare and group everyday materials (Autumn 1 and Spring 1)
- Identify and compare the suitability of different materials (Spring 1)

Seasonal Changes – Observe changes across the 4 seasons – all year.

Knowledge Milestones 3 and 4 links:

Year 3 – Rocks and Fossils (Spring 2); Year 3 – Light (Autumn 1 and Spring 1); Year 5 – Earth and Space (Spring 1)